

Self-Fulfilling Prophecies in the Classroom:
Teachers' Expectations as Unintended Determinants
of Pupils' Intellectual Competence¹

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ABSTRACT

Prior laboratory research in unintended interpersonal influence had shown that one person's expectations about another organism's behavior could come to act as self-fulfilling prophecies. The present study was a test of the generality of the earlier laboratory findings: Within each of 18 classrooms, an average of 20% of the children were reported to classroom teachers as showing unusual potential for intellectual gains. Eight months later these "unusual" children (who had actually been selected at random) showed significantly greater gains in IQ than did the remaining children in the control group. These effects of teachers' expectancies operated primarily among the younger children.

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There is increasing concern over what can be done to reduce the disparities of education, of intellectual motivation and of intellectual competence that exist between the social classes and the colors of our school children. With this increasing concern, attention has focused more and more on the role of the classroom teacher, and the possible effects of her values, her attitudes, and, especially, her beliefs and expectations. Many educational theorists have expressed the opinion that the teacher's expectation of her pupils' performance may serve as an educational self-fulfilling prophecy. The teacher gets less because she expects less.

The concept of the self-fulfilling prophecy is an old idea which has found application in clinical psychology, social psychology, *Sociology*, economics, and in everyday life. Most of the evidence for the operation of self-fulfilling prophecies has been correlational. Interpersonal prophecies have been found to agree with the behavior that was prophesied. From this, however, it cannot be said that the prophecy was the cause of its own fulfillment. The accurate prophecy may have been based on a knowledge of the prior behavior of the person whose behavior was prophesied, so that the prophecy was in a sense

"contaminated" by reality. If a physician predicts a patient's improvement, we cannot say whether the doctor is only giving a sophisticated prognosis or whether the patient's improvement is based in part on the optimism engendered by the physician's prediction. If school children who perform poorly are those expected by their teachers to perform poorly, we cannot say whether the teacher's expectation was the "cause" of the pupils' poor performance, or whether the teacher's expectation was simply an accurate prognosis of performance based on her knowledge of past performance. To help answer the question raised, experiments are required in which the expectation is experimentally varied and is uncontaminated by the past behavior of the person whose performance is predicted.

Such experiments have been conducted and they have shown, that in behavioral research, the experimenter's hypothesis may serve as self-fulfilling prophecy (Rosenthal, 1966). Of special relevance to our topic are those experiments involving allegedly bright and allegedly dull animal subjects. Half the experimenters were led to believe that their rat subjects had been specially bred for excellence of learning ability. The remaining experimenters were led to believe that their rat subjects were genetically inferior. Actually, of course, the animals were assigned to their experimenters at random.

Regardless of whether the rat's task was to learn a maze or the appropriate responses in a Skinner box, the results were the same. Rats who were believed by their experimenters to be brighter showed learning which was significantly superior to the learning by rats whose experimenters believed them to be dull. Our best guess, supported by

the experimenters' self-reports, is that allegedly well-endowed animals were handled more and handled more gently than the allegedly inferior animals. Such handling differences along with differences in rapidity of reinforcement in the Skinner box situation, are probably sufficient to account for the differences in learning ability shown by allegedly bright and allegedly dull rats.

If rats showed superior performance when their trainer expected it, then it seemed reasonable to think that children might show superior performance when their teacher expected it. That was the reason for conducting the Oak School Experiment (Rosenthal & Jacobson, 1966).

The "Oak School" Experiment

To all of the children in the Oak School, on the West Coast, the "Harvard Test of Inflected Acquisition" was administered in the Spring of 1964. This test was purported to predict academic "blooming" or intellectual growth. The reason for administering the test in the particular school was ostensibly to perform a final check on the validity of the test, a validity which was presented as already well-established. Actually, the "Harvard Test of Inflected Acquisition" was a standardized relatively nonverbal test of intelligence, Flanagan's Tests of General Ability.

Within each of the six grades of the elementary school, there were three classrooms, one each for children performing at above-average, average, and below-average levels of scholastic achievement. In each of the 18 classrooms of the school, about 20% of the children were designated as academic "spurters". The names of these children were

reported to their new teachers in the fall of 1964 as those who, during the academic year ahead, would show unusual intellectual gains. The "fact" of their intellectual potential was established from their scores on the test for "intellectual blooming".

Teachers were cautioned not to discuss the test findings with either their pupils or the children's parents. Actually, the names of the 20% of the children assigned to the "blooming" condition had been selected by means of a table of random numbers. The difference, then, between these children, earmarked for intellectual growth, and the undesignated control group children was in the mind of the teacher.

Four months after the teachers had been given the names of the "special" children, all the children once again took the same form of the nonverbal test of intelligence. Four months after this retest the children took the same test once again. This final retest was at the end of the school year, some eight months after the teachers had been given the expectation for intellectual growth of the special children. These retests were not, of course, explained as "retests" to the teachers but rather as further efforts to predict intellectual growth.

The intelligence test employed, while relatively nonverbal in the sense of requiring no speaking, reading, or writing, was not entirely nonverbal. Actually there were two subtests, one requiring a greater comprehension of English -- a kind of picture vocabulary test. The other subtest required less ability to understand any spoken language but more ability to reason abstractly. For shorthand purposes we refer to the former as a "verbal" subtest and to the latter as a "reasoning" subtest. The pretest correlation between these subtests was +.42.

For the school as a whole, the children of the experimental group did not show a significantly greater gain in verbal IQ (2 points) than did the control group children. However, in total IQ (4 points) and especially in reasoning IQ (7 points) the experimental group children gained more than did the control group children ($p = .01$). In the 17 classrooms in which the reasoning IQ posttest was administered children of the experimental group gained more than did the control group children ($p = .001$). Even after the four month retest this trend was already in evidence though the effects were smaller ($p < .10$).

When we examine the results separately for the six grades we find that it was only in the first and second grades that children gained significantly more in IQ when their teacher expected it of them. In the first grade, children who were expected to gain more IQ gained over 15 points more than did the control group children ($p < .002$). In the second grade, children who were expected to gain more IQ gained nearly 10 points more than did the control group children ($p < .02$). In the first and second grades combined, 19% of the control group children gained 20 or more IQ points. Two-and-a-half times that many, or 47%, of the experimental group children gained 20 or more IQ points.

When educational theorists have discussed the possible effects of teachers' expectations, they have usually referred to the children at lower levels of scholastic achievement. It was interesting, therefore, to find that in the present study, children of the highest level of achievement showed as great a benefit as did the children of the lowest level of achievement of having their teachers expect intellectual gains.

At the end of the school year of this study, all teachers were asked

to describe the classroom behavior of their pupils. Those children from whom intellectual growth was expected were described as having a significantly better chance of becoming successful in the future, as significantly more interesting, curious, and happy. There was a tendency, too, for these children to be seen as more amusing, adjusted, and self-reliant and as lower in the need for social approval. In short, the children from whom intellectual growth was expected became more intellectually alive and autonomous or at least were so perceived by their teachers. These findings were particularly striking among the first grade children; those were the children who had benefited most in IQ gain as a result of their teachers' favorable expectancies.

We have already seen that the children of the experimental group gained more intellectually so that the possibility existed that it was the fact of such gaining that accounted for the more favorable ratings of these children's behavior and attitude. But a great many of the control group children also gained in IQ during the course of the year. Perhaps those who gained more intellectually among these undesignated children would also be rated more favorably by their teachers. Such was not the case. The more the control group children gained in IQ the more they were regarded as less well adjusted ($r = -.13, p < .05$) as less interesting ($r = -.14, p < .05$) and as less affectionate ($r = -.13, p < .05$). From these results it would seem that when children who are expected to grow intellectually do so, they are considerably benefited in other ways as well. When children who are not especially expected to develop intellectually do so, they seem either to show accompanying undesirable behavior or at least are perceived by their teachers as showing such

undesirable behavior. . . If a child is to show intellectual gain it seems to be better for his real or potential intellectual vitality and for his real or perceived mental health if his teacher has been expecting him to grow intellectually. It appears that there may be hazards to unpredicted intellectual growth.

A closer analysis of these data, broken down by whether the children were in the high, medium, or low ability tracks or groups showed that three hazards of unpredicted intellectual growth were not peculiar to the children of the low ability group. When these slow track children were in the control group so that no intellectual gains were expected of them, they were rated more unfavorably by their teachers if they did show gains in IQ. The greater their IQ gains, the more unfavorably were they rated, both as to mental health and as to intellectual vitality. Even when the slow track children were in the experimental group, so that IQ gains were expected of them, they were not rated as favorably relative to their control group peers as were the children of the high or medium track, despite the fact that they gained as much in IQ relative to the control group children as did the experimental group children of the high group. It may be difficult for a slow track child, even one whose IQ is rising, to be seen by his teacher as a well-adjusted child, and as a potentially successful child, intellectually.

The Question of Mediation

How did the teachers' expectations come to serve as determinants of gains in intellectual performance? The most plausible hypothesis seemed

to be of children for whom unusual intellectual growth was predicted would be more attended to by their teachers. If teachers were more attentive to the children earmarked for growth, we might expect that teachers were robbing Peter to see Paul grow. With a finite amount of time to spend with each child, if a teacher gave more time to the children of the experimental group, she could have less time to spend with the children of the control group. If the teacher's spending more time with a child led to greater gains, we could test the "robbing Peter" hypothesis by comparing the gains made by children of the experimental group with gains made by children of the control group in each class. The robbing Peter hypothesis predicts a negative correlation. The greater the gains made by the children of the experimental group (with the implication of more time spent on them) the less should be the gains made by the children of the control group (with the implication of less time spent on them). In fact, however, the correlation was positive, large and statistically significant ($r = +.57$, $p = .02$, two tail). The greater the gain made by the children of whom gain was expected, the greater the gain made in the same classroom by those children from whom no special gain was expected.

Additional evidence that teachers did not take time from control group children to spend with the experimental group children comes from the teachers' inability to recall which of the children in her class were designated as potential bloomers and from her estimates of time spent with each pupil. These estimates showed a tendency, which was not significant statistically, for teachers to spend less time with pupils from whom intellectual gains were expected.

That the children of the experimental group were not favored with a greater investment of time seems less surprising in view of the $11/10$ of their greater intellectual gains. If, for example, teachers had talked to them more, we might have expected greater gains in verbal IQ but, the greater gains were found not in verbal but in reasoning IQ. It may be, of course, that the teachers were inaccurate in their estimation of time spent with each of their pupils. Possibly direct observation of the teacher-pupil interactions would have given different results, but that method was not possible in the present study. Even direct observation by judges who could agree with one another might not have revealed a difference in the amounts of teacher time invested in each of the two groups of children. It seems plausible to think that it was not a difference in amount of time spent with the children of the two groups which led to the differences in their rates of intellectual development. It may have been more a matter of the type of interaction which took place between the teachers and their pupils.

By what she said, by how she said it, by her facial expressions, postures, and perhaps, by her touch, the teacher may have communicated to the children of the experimental group that she expected improved intellectual performance. Such communications, together with possible changes in teaching techniques, may have helped the child learn by changing his self-concept, his expectations of his own behavior, his motivation, as well as his cognitive skills. It is self-evident that further research is needed to narrow down the range of possible mechanisms whereby a teacher's expectations become translated into a pupil's intellectual growth. It would be valuable, for example, to have sound films of teachers

interacting with their pupils. We must then look for differences in the way teachers interact with those children from whom they expect more intellectual growth compared to those from whom they expect less. On the basis of films of psychological experimenters interacting with subjects from whom different responses are expected, we know that even in such highly standardized situations, unintentional communications can be subtle and complex (Rosenthal, 1967). How much more subtle and complex may be the communications between children and their teachers, teachers who are not constrained by the demands of the experimental laboratory.

Some Implications

The results of the experiment just now described provide further evidence that one person's expectation of another's behavior may serve as a self-fulfilling prophecy. When teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development.

It may be that as teacher training institutions acquire awareness to-be with the possibility that their expectations of their pupils' performance may serve as self-fulfilling prophecies, these teacher trainees may be given a new expectancy, - that children can learn more than they had believed possible.

The methodological implications of the evidence presented in this paper are best introduced by citing the results of a well-known "pull-push" educational program, which, after three years, led to a 10 point IQ gain by 38% of the children and a 20 point IQ gain by 12% of the

children. Such gains, while dramatic, were smaller than the gains found among the first and second grade children of our control group and were much smaller than the gains found among the children of our experimental group.

It is not possible to be sure about the matter, but it may be that the large gains shown by the children of our control group were attributable to a Hawthorne effect. The fact that university researchers, supported by Federal funds, were interested in the school in which the research was conducted, may have led to a general improvement of attitude and teaching technique on the part of all the teachers. In any case, the possibility of a Hawthorne effect cannot be ruled out either in the present experiment or in other studies of educational practices. Any educational practice which is assessed for effectiveness must be able to show some excess of gain over what Hawthorne effects alone would yield.

When the efficacy of an educational practice is investigated, we want to know its efficacy relative to the Hawthorne effect of "something new and important" but the present paper suggests that another variable must be introduced. We will want to know, too, whether the efficacy of an educational practice is greater than that of the easily and inexpensively manipulatable expectation of the teacher. Most educational practices are more expensive in time and money than giving teachers hope of children "who will show unusual intellectual development".

When educational innovations are introduced into ongoing educational systems, it seems very likely that the administrators whose permission is required, and the teachers whose cooperation is required, will make the innovation to be effective. If they did not, they would be unlikely

to give the required permission and cooperation. Our experimental innovations, then, will likely be confounded with favorable expectations regarding their efficacy.

When educational innovations are introduced into newly created educational systems with specially selected and specially trained teachers and administrators, the problems are similar. Those teachers, and those administrators, who elect to go, and are selected to go, have no pre-existing educational systems, are likely to have expectations favorable to the efficacy of the new program. In this situation is that in which changes are introduced into pre-existing systems, teachers' and administrators' expectations are likely to be confounded with the educational innovations. All this argues for the systematic employment of expectancy control groups, a type of control described elsewhere in detail (Rosenthal, 1966). Without the use of expectancy control groups, it is impossible to tell whether the results of experiments in educational practices are due to the practices themselves or to the correlated expectations of the teachers who are to try out the educational reforms.

But to come to an end, we shall cast a summary. Perhaps the most suitable summary of the hypothesis discussed in this paper and tested by the described experiment has already been written. The writer is George Bernard Shaw, the play is "Pygmalion" and the speaker is Eliza Doolittle:

"You see, really and truly, ... the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he ... treats me as a flower girl, ... but I know I can be a lady to you, because you always treat me as a lady, and always

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Footnotes

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BIG CITY SCHOOL DESEGREGATION: TRENDS AND METHODS

Prepared by
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Introduction

This paper asks and attempts to answer four questions:

- (1) What is the current situation with respect to school segregation in the largest central cities of the United States?
- (2) What steps have been taken, or at least have been formally proposed and received the serious attention of school policy makers?
- (3) What are the least and the most promising techniques for achieving school desegregation in these cities?
- (4) What are the most promising strategies to implement these techniques?

The first question was approached through data on record with the Bureau of the Census and the Civil Rights Commission. The second was answered by collating evidence from published reports, field visits, correspondence and phone calls with school officials and informed persons within the twenty cities selected for analysis.

We note in advance that few programs are in operation. In addition, it is impossible to identify all of the plans and proposals that have been generated within the twenty cities; we can provide only estimates. These estimates have been drawn in the interest of avoiding false optimism.

We have focused upon the 20 largest central cities in the United States, for the racial, ethnic, and class minorities are heavily concentrated in these communities, and it is here that school segregation is most intractable in extent and depth. We also have concentrated upon the racial isolation of Negroes in the schools. There are other groups affected, and the effects of isolation may be greater at present among Puerto Ricans than among Negroes in the metropolitan northeast.¹ Nevertheless, the scale of Negro isolation combined with the greater absolute size of the urban Negro population makes us believe that highest technical and political priority must be given to the elimination of segregated educational facilities and services for Negroes; pursuit of this priority offers greatest promise for reducing the isolation of other groups.

The Current Situation

Of the twenty U.S. cities with populations in excess of 500,000, 13 approach the Tauber Index score of 100 which signifies total residential segregation.* Except for Washington, the few less segregated cities are located in the West, but the rate of Negro in-migration there will soon bring the West into line with the South and the Northeast. What is more, Houston and Dallas are only now moving from de jure into de facto school segregation.

* See Table I, at end.

Barring new policies, we expect that by 1975 the twenty largest cities of the nation, which together account for nearly half of the nation's Negro population, will be uniformly characterized by extreme residential, and hence extreme de facto school segregation. This effect is magnified by the fact that roughly six out of ten white pupils are enrolled in public schools, contrasted with nine out of ten Negro pupils. According to present findings, this disproportion is increasing. The evidence suggests that 70 percent of all Negro pupils attend schools that are composed of 90 to 100 percent Negro pupils. By 1975, barring new policies, we estimate that 80 percent of all Negro pupils in these cities will be attending 90 to 100 percent Negro schools.

Each of the 20 cities, as Table III shows, has operating or planned one, two, or three limited remedies. But only a few cities have in operation comprehensive programs. One of these involves a single "supplementary center" in Cleveland. There, pupils are being brought together for part of the day for enriched and remedial instruction that goes beyond what is available in isolated neighborhood schools. An informed source in Cleveland indicates, however, that classes are kept along home school lines, thus producing segregated groupings in a desegregated setting.

Another potentially comprehensive program is located in Baltimore, where some elementary schools have been clustered. In Boston, more than 250 Negro children are being bussed from the city into the schools of six cooperating suburban school districts. Although this program, conducted by the Metropolitan Council for Educational Opportunity (METCO), is very small, it represents the most significant program mechanism operating in the largest cities.

There is a great difference between a big city school desegregation program that is in operation and one that has been proposed or planned. The only programs in general operation are those involving free choice transfers of pupils, limited open enrollment, or changes in attendance zones. For the most part, the open enrollment schemes now in operation are without significance; as Table III reveals they are unsupported by bussing and thus depend upon the initiative and private funds of parents.

Exclusive of New York City, then, other types of programs have merely been proposed. There is little reason to expect any implementation of desegregation proposals -- again barring changes in state or federal legal requirements -- in the next several years. In New York City, grade structure revisions have been mandated but will take a decade or more to implement; pairing has involved no more than ten schools; and the bulk of new school construction continues to be sited in extremely segregated subcommunities, although some selections have been made recently with a view to preventing further segregation.

But Table III and the qualitative data from which it was derived oblige us to conclude that applied research and planning toward school desegregation programs are increasing in extent and quality among the big cities. Some of this trend has resulted from federal expenditures for planning. At the same time, however, big city school segregation continues its annual increase and is nowhere being reduced or prevented.

An impressive, potentially influential "talking game" is going on in New York City, Chicago, Philadelphia, Baltimore, Washington, New Orleans, Seattle, and Buffalo. Successive waves of planning toward comprehensive desegregation in each may seem in the short term to do little more than deter action. Yet each wave is also an educative force, and it may be that in one or two of these cities the tide of decision will turn. Planners, government officials, and academics should be cautioned, however, against assuming that "talking games" signify decisions. Thirteen years of inaction and inadequate implementation since the Brown decision suggest the intractability of this problem, barring new policies at the federal level.

Feasible Techniques

None of the limited techniques, alone or in combination, can prevent, let alone eliminate, segregated education for Negroes in the largest central cities. But each is of educational value if well planned and carried out. Indeed, we have evidence that open enrollment programs can provide more immediate and positive educational benefits than programs of compensatory education carried out in segregated Negro schools.² We also have evidence that limited pairing programs, when executed mechanically and with little concern for instructional improvements, can redound to the disadvantage of the students who are sent, the students who are left behind, and the students in the receiving schools.³

The limited techniques should be continued and extended in all of the largest cities. They can be designed to improve educational opportunity, and they stimulate progressively greater commitment to com-

prehensive school desegregation programs. It is unlikely that federal, state, or local agencies will take giant steps to remedy a problem unless there has been experience in the small interim steps. Limited programs of free choice, grade structure revision, pairing and bussing, also serve to thaw an otherwise frozen complex of local school customs and mores. Quite apart from the challenge of school desegregation, big city school systems face such a host of social changes and rising public expectations that established procedures must be modified in countless ways if alternatives to failure are to be discovered. Well planned, well implemented, yet limited desegregation schemes should be encouraged. Hasty mechanical experiments should be avoided; they harm some students, and they depress confidence in the desirability of comprehensive school integration.

Magnet Schools - The magnet school offers specialized courses or educational services in a number of carefully located public schools in an effort to provide attractive, desegregated schooling to all those enrolled. Ideally, some minority group pupils are released from racial isolation and are also enriched by the curriculum, while majority pupils are "held in" the system by the special advantages of attendance or the prospect of future admission.

The magnet school concept is attractive politically but regressive educationally. Boston and New York City demonstrated fifty years ago that public school systems could create and operate exceptionally distinguished elite or specialized institutions. The price of most of these has been a reduction in the quality of education at other in-

stitutions within the same system, as both staff and students are skimmed off for special benefits. We agree with the Allen Committee's report on New York City which stated, "While some special-purpose schools may well be justified, the policy should be to eliminate those in which attendance seems to imply a stigma, which show a trend toward increasing racial homogeneity".⁴

Magnet schools pose new stresses for big city systems. These include public claims of unfair admission practices; disenchantment with non-magnet school offerings; and new strains in the personnel policies on recruitment, assignment, and salary. Some versions of the magnet school are also purely additive. Far from contributing to the effective integration of the system, they are tacked on as extra "academies" or supplements which are duplicative or redundant.

None of these reservations is meant to be absolute or dogmatic; feasible magnet schools can be created.

Clusters or Complexes

The educational complex is an administratively and geographically bounded network of public schools whose chief officer has the authority and the means to increase integration among staff and students in the member schools, and to make the best local adaptation of schools to student needs and to the reduction of ethnic isolation.⁵ A complex would contain fairly proximate schools. Students would be assigned to Home Schools according to current neighborhood boundaries, but each would be not more than 20 minutes of bus travel time apart from one another or from the headquarters school. In the complex, teachers and services would be pooled, so as to best combine their time and skills

through sharing of common classes and exchanges of students or in other ways. The concept emphasizes the partial desegregation of existing facilities, staffs, and student bodies. It also exploits the concept of administrative decentralization less for purposes of local control and more for the goal of desegregation.

The strength of complexes is that the scheme can be adapted to make room for new school construction, sited to reduce or prevent further segregation. It can operate along with and reinforce the benefits of pairing and free choice transfers. Grade structures can be revised within clusters. Perhaps most important, it offers a concrete way of moving from neighborhood-based systems to larger districts, and paves the way for educational parks.

The weaknesses are equally noteworthy. Apart from one effort to cluster elementary schools in Baltimore, we know of no instance where a large city has attempted the complex. We think this is so because substantial administrative and staff reorganization is essential. Feasibility studies of Queens and Brooklyn in New York City indicated that further segregation could be partially prevented and that slightly less than one third of existing levels of school segregation could be eliminated. But a one third effect may seem too small a gain in return for substantial restructuring of personnel assignments, titles, and responsibilities. In New York City, the bath water of decentralization has been turned on but the baby of desegregation has been lost in the splash.⁶ The surge toward local control has occurred along lines that reinforce existing neighborhood patterns of segregation.

Educational Parks

The feasibility of educational parks in large cities will be tested only when several have been created and operated for some time in more than one city. At present, not a single educational park has been built in any of the twenty largest cities.

An educational park would be a very large consolidated unified school plant, built in a campus-like arrangement and zoned to serve many surrounding neighborhoods, subcommunities, or combinations of communities.

Parks have potential for meeting all criteria for educational desirability and feasibility. Moreover, as a survey of all states and 457 school districts recently indicated, 85 communities have already discovered that in planning educational parks they may promote solutions to a variety of urban problems. The problems that come within range of solution include new school construction economies, inner city redevelopment, metropolitanization, economies and improvements in the pooling and scheduling and distribution of special services, and class and ethnic as well as racial integration. To the imaginations of planners, social scientists, and some professional educators, parks are tremendously attractive and feasible instruments for adapting schools to late twentieth century educational requirements.

Among our 20 cities, educational parks have been proposed and partially planned in New York City, Chicago, Philadelphia, and Detroit. Public and professional discussion has begun in at least four other great cities. In New York, where detailed preparation is underway, the two educational parks that will be built in the next several years

are not so located as to reduce or prevent racial segregation in the public schools. The Philadelphia Board of Education, according to reliable sources, is discussing the construction of three educational parks. Unfortunately, according to two reliable sources, if these parks are constructed they would be built in residentially segregated neighborhoods (two in essentially all Negro areas). If such a plan were carried out, at least five segregated elementary schools, two segregated junior high schools, and one desegregated high school would remain or become segregated. In Chicago, only a proposal exists and it asserts that it would take thirty years to create a system of parks.

To prove economically feasible, educational parks in the largest cities would have to be financed as part of a federal urban redevelopment program. Consider the financial magnitude of the New York City task, for example. If grades five through twelve were included, and if each park were to serve about 10,000 students, about 80 educational parks would have to be built. If a 1,000 pupil school with modest facilities now costs a minimum of two million dollars, each park would cost at least 25 million dollars. The total cost would be at least two billion dollars; it should be pointed out that considerable physical and social rehabilitation of residentially and commercially deteriorated areas could be built into the development process.

The history of resegregation of Washington and Baltimore schools demonstrates, finally, that educational parks, even if painstakingly sited, could not achieve the aim of desegregation in most of the twenty largest cities unless urban-suburban district consolidation

were involved. This fact is acknowledged in the Hobson v. Hansen
9
decision in Washington, and it is proven in a recent analysis of the
10
Baltimore school system.

Even in New York City, where desegregation policies of a sort are being practiced and where a margin for effective action continues to exist, educational parks would not desegregate the schools unless they were constructed on an inter-district basis and involved participation by predominantly white suburbs. If New York City began tomorrow to erect educational parks and succeeded in establishing ten of them by 1980, its public school pupil enrollment would still exceed 70 percent Negro and Puerto Rican.

Suburban-Urban Cooperation

Among the 20 cities, only Boston operates a program that involves suburban schools. Similar programs exist in several smaller cities, but we assumed at the opening of this paper that a variety of alternatives exist for smaller cities, making the experience of Hartford and Rochester interesting but less than critical.

Boston's METCO is private, voluntary, and small. It costs the participating school boards virtually nothing and raises no complex legal questions. No obligations exist within the program concerning continuation for the long term or expansion to include more districts or pupils. Thus it provides no direct empirical basis for assessing the feasibility of suburban-urban cooperation.

Nevertheless, nothing short of the evolution of the METCO concept will achieve big city school desegregation. By evolution, we mean the extension, expansion, and public legitimation of such pro-

grams to a point where public educational services are freed from fiscal restriction, district boundaries, and neighborhood parameters. Legally and politically, metropolitanization is the only viable, durable remedy that exists. Moreover, it is apt to prove most feasible if it is first attempted in those metropolitan areas such as Washington and Baltimore and Chicago, where the suburban districts are few enough in number to make incorporation and unification imaginable to both the public and public authorities.

Our point of view on this matter is demographic and ecological: Suburban white segregation (see Table II) in the metropolitan areas of the twenty largest cities always has been extremely high, and this will persist through 1985. Residential densities, average age of adults, and occupational mixes in central cities are such that the historic trend toward the massing of Negroes and other minorities in the inner city neighborhoods will also persist over the same period.

A very gradual ethnic redistribution across the entire metropolitan field may be seen in the oldest cities of the East. This will gradually erode the foundation of de facto segregated public education. But the pace of change, barring policy intervention, will be such as to create ghettos of miseducated minorities inside every suburban community, producing little more than an areal multiplication of the present big city situation.

Strategies for Implementation

In our judgment the recommendations advanced in the final section of the United States Civil Rights Commission report, Racial Isolation in the Public Schools, represent essential but not complete

elements of a strategy for achieving urban school desegregation. A Congressional uniform standard; firm assignment of state responsibility; sizeable federal fiscal assistance; adequate time, or controlled pacing; and the controls recommended over private and public housing and urban renewal, constitute the elements which must be present if the grave problem of school segregation is to be remedied.

To these steps we would add the elements of a local strategy and those of federal legislative and administrative integration. A necessary local strategy is consistent emphasis upon the ways in which the reconstruction of educational services will benefit all citizens and their children. We mean that an emphasis upon the moral principle of integration is an emphasis most likely to defeat the achievement of the objective; where an emphasis upon improved services for clients can capture and harness rising public expectations and serve the moral principle quietly and more effectively at the same time.

Educational park planning illustrates this vividly. In several cities, citizens from a variety of interest groups have endorsed the practical educational potential of the park because the park can be shown to offer a host of related improvements. Desegregation is perceived as obtainable incidentally or en route. A moral and legal approach to school integration can be achieved in smaller communities, but in the largest cities this approach is confounded and fragmented by political cross-pressures that cannot be managed or channelled.

We believe that local moral pressures on behalf of limited solutions should be maintained. Without these, ground is lost to extremists on both sides. Moreover, comprehensive urban programs fail

unless they evolve out of small experiments and demonstrations of what is desirable and possible. But the local strategy of greatest importance -- and the one that is now beginning to come into focus in a few cities -- is one of visualizing and persuading educators and the public of the great instructional and service gains and economies to be enjoyed through resource pooling and inter-district cooperation.

This local approach, even in concert with the recommendations of the Civil Rights Commission, will fail, we believe, unless there comes into being a legislative obligation for the progressive integration of federal programs. Currently, the gaps between Title I of the Elementary and Secondary Education Act, the 1964 Civil Rights Act, the Economic Opportunity Act, and the housing and renewal programs of the Department of Housing and Urban Development are the moral equivalent of distance in inter-stellar space. They will not be closed through the occasional formation of task forces, but when direct cooperation is obligatory if programs are to be continued or enlarged from year to year. Some of the elements of this strategy are embodied in the original Model Cities plan, which was partially emasculated in the process of enactment.

We are arguing, in conclusion, that a federal legal and legislative basis for solution is essential but that this basis must include an integrative restructuring of federal programs aimed at solving urban problems.

A closing note concerning strategy: the limited desegregation devices we have cited and taken seriously will not evolve into comprehensive remedies if left free of new incentives or legal requirement.

Open enrollment and zoning changes have merit as first steps, but they offer few impacts upon the status quo. Changes in racial composition and changes in quality of educational services will occur only when and if new forces and new resources are introduced into local systems from above. Our ecological view buttresses this strongly; it shows that only giant steps will reach the goal. The best analogy is the history of school district consolidation from 1940 to 1967. Rarely did districts merge as a result of local discussion and campaigns. Rather, they merged because of state pressure and financial incentives. If this was true for consolidation, how true will it be for the much more fundamental change involved in metro-area school desegregation.

References

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TABLE I. SUMMARY DEMOGRAPHIC DATA ON

20 LARGEST U. S. CITIES AND METRO AREAS

CITY	1960 SMSA Pop.	1960 City Pop.	1960 City Non-White Pop.	1960 City Non-White %	1964 Est. SMSA Pop.	1960-64 Est Change in Migration	1960 City Res. Seg. Index**	1950-60 Change in Seg. Pattern	1960 Sub. Res. Seg. Index**
NEW YORK	10,695,000	7,781,984	1,141,322	14.7	11,260,000	115,000	79.3	-8.0	77.5*
CHICAGO	6,221,000	3,550,404	837,656	23.6	6,591,000	3,000	92.6	0.5	88.7
LOS ANGELES	6,039,000	2,479,015	417,207	16.8	6,674,000	286,000	81.8	-2.8	83.7*
PHILADELPHIA	4,343,000	2,002,512	535,033	26.7	4,617,000	56,000	87.1	-1.9	82.0*
DETROIT	3,762,000	1,670,144	487,174	29.2	3,914,000	-80,000	84.5	-4.3	87.6*
BALTIMORE	1,727,000	939,024	328,416	35.0	1,829,000	Z	89.6	-1.7	80.9
HOUSTON	1,418,000	938,219	217,672	23.2	1,640,000	108,000	93.7	2.2	-
CLEVELAND	1,909,000	876,050	253,108	28.9	1,958,000	-51,000	91.3	-0.2	-
WASHINGTON	2,002,000	763,956	418,693	54.8	2,323,000	173,000	79.7	-0.4	87.8
ST. LOUIS	2,105,000	750,026	216,022	28.8	2,203,000	-24,000	90.5	-2.4	90.3
MILWAUKEE	1,233,000	741,324	65,752	8.9	1,262,000	-50,000	88.1	-3.5	-
SAN FRANCISCO	2,649,000	740,316	135,913	18.4	2,894,000	107,000	69.3	-10.5	79.7*
BOSTON	2,595,000	697,197	68,493	9.8	3,177,000	-81,000	83.9	-2.6	65.5
DALLAS	1,084,000	679,684	131,211	19.3	1,256,000	89,000	94.6	6.2	-
NEW ORLEANS	907,000	627,525	234,931	37.4	1,001,000	32,000	86.3	1.4	-
PITTSBURGH	2,405,000	604,332	101,739	16.8	2,368,000	-132,000	84.6	0.6	-
SAN ANTONIO	716,000	587,718	43,221	7.4	787,000	8,000	90.1	1.8	-
SAN DIEGO	1,033,000	573,224	44,712	7.8	1,131,000	19,000	81.3	-2.3	-
SEATTLE	1,107,000	557,087	46,528	8.4	1,178,000	9,000	79.7	-3.6	-
BUFFALO	1,307,000	532,759	73,388	13.8	1,319,000	-54,000	86.5	-3.0	82.3

* Where more than one suburb is clustered about a city an average segregation Index is calculated.

** Adapted from the Tauber's Racial Segregation Index, Negroes in Cities, Tables 1 and 12, pp. 32-33, 59.

Z Less than 500 or .05.

TABLE II. REGIONAL AVERAGES FOR 20 CITIES
ON SEGREGATION, RACIAL COMPOSITION, AND SIZE

	NORTH	SOUTH	MID-WEST	WEST	TOTAL
1960 City Pop.	2,063,790	753,699	1,769,481	1,087,411	1,404,625
1960 City Non-White Pop.	389,776	195,246	410,923	161,090	289,910
1960 City Non-White %	22.8	25.2	22.7	12.9	21.4
1964 Est. SMSA Pop.	4,177,000	1,453,000	3,431,000	2,969,000	2,969,000
1960-64 Est. Change in Migration	13,000	36,000	45,000	105,000	27,000
1960 City Res. Seg. Index	83.5	90.8	89.1	78.0	85.7
1950-60 Change in Seg. Pattern	-2.6	1.3	-1.9	-4.8	-1.7
1960 Sub. Res. Seg. Index	79.1	85.6	88.2	81.7	82.4

TABLE III AND SCHEME OF OPERATING PROGRAMS
AND PLANS FOR SCHOOL DESEGREGATION IN
20 LARGEST CITIES

City	TYPE OF PROGRAM										Suburban Metro- politan Region District
	Open Enroll- ment or Free Choice	Zoning Changes	Bussing Pro- visions	Grade Changes	Site Structure Selec- tion	Pair- ing	Magnet Schools	Educa- tional Plexes	Urban Inter- change		
1 New York	0	0	0	0	0	0	0	P	P	P	
2 Chicago	0	0	P		P	P	P	P	P	P	
3 Los Angeles	0	0					P				
4 Philadelphia	P	P	P		P	P	P	P			
5 Detroit	0	0									
6 Baltimore	0	0	0		P		P	0	P	P	
7 Houston	0										
8 Cleveland										O*	
9 Washington		0									
10 St. Louis		0									
11 Milwaukee		P					P				
12 San Francisco		0					O**				
13 Boston	0							0		0	
14 Dallas	0	0									

This Table schematizes our findings about steps that have been taken or authoritatively proposed to remedy racial isolation within each of the 20 cities. In completing this table, we identified plans or proposals with P only in those instances where a public agency commissioned, contracted for, or gave some formal reception to a plan or recommendations. If the suggestions of interest groups were added, the number of plans shown would increase. Categories along the horizontal axis run from the least costly, least comprehensive remedy - free choice transfer or open enrollment schemes - to the most far reaching proposal made public to date - full scale metropolitanization. For reasons discussed above, we distinguish between limited and comprehensive solutions at a point that falls roughly between the provision of bussing and the establishment of magnet schools.

REPROGRAMMING AND REDIRECTION OF RESOURCES
POLICIES AND PROCEDURES

Budget Memo 69-6

This directive prescribes the policies and procedures for reprogramming and redirection of appropriated funds for the D. C. Public Schools. Its purposes are to (1) define reprogramming and redirection (2) identify sources of funds for reprogramming and redirection, (3) set forth the authority for reprogramming and redirection, (4) describe the uses and limitations of this device for operational flexibility, (5) give the step-by-step procedure for reprogramming and redirection, and (6) identify approving authorities.

(1) Definition of Terms

For the purpose of this directive the following definitions will apply:

- a. Reprogramming is the one time use of funds for a purpose other than the purpose reflected in the budget document and the original financial plan.
- b. Redirection is the deliberate decision by a department head and higher authority to terminate or substantially reduce a program by redirecting the funds appropriated for that program to some other program.

(2) Source of funds for reprogramming or redirection

- a. Funds used for reprogramming become available through (1) temporary shifts in program impact, emphasis or purpose resulting in the unobligation of appropriated funds, or (2) lapse savings occasioned by the inability to utilize appropriated funds, i.e. vacancies unable to be filled, delays in program starts, or deferrals or reductions in program expenditures caused by either direct or indirect relationships with other programs.
- b. Funds used in redirection become available when a decision is made to terminate or permanently substitute one program for another. A major change in agency goals and objectives is involved in redirection.

When funds are approved and appropriated, the D. C. Government, the Congress and the Schools are in agreement on a specific course of action and on the initiation and execution of specific programs. These funds are also designated for specific items as shown in the budget document. Use of significant amounts of funds in a manner other than as agreed, must therefore be strongly justified and must reflect urgent and unplanned changes in objectives or policies; or substantial unexpected changes in workload. Poor planning and/or mis-management are not sufficient basis for altering a plan agreed upon by the D. C. Government, the Congress and the School System.

(3) Authority for reprogramming and redirection

District of Columbia Budget Circular No. B-1, dated April 18, 1969 set forth the authority for reprogramming and redirection.

(4) Uses and Limitations

Reprogramming decisions can be made at the agency level unless it is considered significant. "Significant" as herein used is defined as (1) involving substantial amounts of money or (2) reflecting a major policy change.

In other cases, reprogramming can be approved for such items as realignment of clerical staffs, temporary staff assignment, special projects and other urgent matters caused by circumstances beyond the control of the program managers.

New permanent programs should not be developed and initiated from reprogrammed funds. Programs of a permanent, on-going nature, that are not included in the budget plan, should only be launched with redirected funds.

(5) Procedure

Department heads should complete Budget Form 1-69, Request for Reprogramming, to initiate a temporary shift of funds. Departmental savings must be identified and verified by accounting. Program changes must be justified. Approval, as outlined in item (6) below must be secured by the initiating officer. Forms are then turned in to the Budget Office. No action is to be taken before notification of approval is received from the Budget Department.

Redirection must be initiated by the Associate Superintendent in charge of the Division where the new program is to be started.

If the program being terminated or reduced is in another Division, approval of the affected Associate Superintendent must be obtained. Budget Form 2-69, Request for Redirection of Funds, is to be used for making such requests. The availability of funds must be verified by accounting before forms are forwarded to the Budget Office.

(6) Approving Authorities

- a. Reprogramming that is not considered significant and involve less than \$5000.00 need only be approved by the officer with an assigned allotment and the Budget Officer.

- b. If the reprogramming is not considered significant, but involve \$5000.00 or more, approval of the affected Assistant and Associate Superintendent and the Superintendent of Schools, or his designee, are required before Budget Department action.
- c. If the reprogramming is significant, in addition to approval by the authorities in (b) above, approval must be obtained from the Board of Education and the D. C. Government. D. C. Government approval, and Congressional approval if required will be secured by the Budget Department.
- d. All redirection must be approved by the Superintendent. Board of Education, D. C. Government and Congressional approval, if required, will be secured by the Budget Department.

(7) Effective date

This directive is effective upon issuance.

Board Meeting
June 18, 1969

REQUEST FOR REPROGRAMMING

DATE: _____

Division _____

Department _____

It is hereby requested that funds of this department be reprogrammed as indicated below:

Title of Program to receive funds _____

Amount of funds to be reprogrammed _____

Use of funds (number and type of personnel, amount of personnel cost, amount of supplies and equipment cost and other expenditures (identify)).

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

Title of program providing funds: _____

Total program allotment _____

Balance in program after reprogramming _____

Accounting identification for source of funds used in reprogramming: (Activity code, program code and account code)

(1) _____

(2) _____

Accounting Verification _____

Signature and Title, Accounting Department

Justification for reprogramming (Include explanation of why funds are available in the source program along with reasons for need for funds in the receiving program.)

(Use additional sheets if necessary)

Effective date of reprogramming _____

Reprogramming requested by _____
Signature

Title

Approved: _____
Signature and Title

Approved: _____
Signature and Title (Associate Superintendent)

Approved: _____
Signature and Title (Superintendent)

Approved: D. C. Government, Congress _____
Title Budget Department

REQUEST FOR REDIRECTION OF FUNDS

DATE: _____

Division _____

Department _____

It is hereby requested that funds of _____ department be redirected as indicated below:

Title of Program receive to funds: _____

Amount of funds to be redirected _____

Use of funds (number and type of personnel, amount of personnel cost, amount of supplies and equipment cost and other expenditures (identify).

(1)

(2)

(3)

(4)

(5)

(6)

Title of program providing funds: _____

Total program allotment _____

Balance, if any, in program after redirection _____

Accounting identification for source of funds used in redirection: (Activity code, program code and account code)

(1)

(2)

Accounting Verification _____

Signature and Title, Accounting Department

Justification for redirection (Include explanation of why source program is being terminated or cut back along with reasons for need for the new program and for funds requested in the new program).

(Use additional sheets if necessary)

Effective date for redirection _____

Redirection requested by _____

Signature

Title (Associate Superintendent)

Approved: _____
Source Division Signature and Title (Associate Superintendent)

Approved: _____
Signature and Title

Approved: D. C. Government, Congress _____
Title Budget Department

HIGHLIGHTS OF FISCAL YEAR 1969 BUDGET

Education: Public Schools

The fiscal support recently given to the Public Schools compares favorably with that given to other large school systems. We will certainly continue to recommend this. In 1969, our recommendations add \$11.5 million to the Public Schools' 1969 budget base. The amount does not include the \$5.7 million reserved for a possible pay raise of 8.3 percent for school teachers.

We have given the Public Schools the opportunity to include the first major implementation of the Passow report in this recommended budget. Certainly it appears that any full scale implementation of the Passow report will mean careful study. We pledge every support to this study.

The recommended operating budget gives distinctive support to the Public Schools in comparison with the other needs of the city.

Education: the Colleges

Public higher education will become a reality in the District in FY 1969. The two new public colleges are expected to open in September 1968 at the National Bureau of Standards and the former Securities and Exchange Commission Building. The Congress made this possible in the 1968 budget. Our recommendations in this budget are designed to continue this progress. The resources available compare favorably to high quality institutions elsewhere in the country. Of particular importance to us is the provision for a significant number of students to go to these schools while they are working.

Recreation

Major increases include staffing of 16 new centers, for expansion of programs at 55 existing centers, and for staffing four new outdoor pools. This represents a 29 percent increase in basic neighborhood resources. The Roving Leader Program and programs for improving services for the physically and mentally handicapped have also been expanded. The recommended increase will also provide arts and crafts classes and cultural activities in the fields of drama, dance, and music.

The Summer Enrichment Program, conducted jointly by the Recreation Department, the Public Schools and other D.C. agencies, is being transferred to the Mayor's Office to provide better coordination and direction of the Program. Proposed District funding for 1969 will permit the same basic minimum level in the summer of 1969 as is proposed in the supplemental request for 1968. It is our hope that this program can be augmented from other sources, both governmental and private, to broaden the impact of this important program.

Public Welfare

Our recommendations for public welfare are directed to (1) a consideration of the Crime Commission's Report, (2) the increasing public assistance caseload, (3) the validity of the base upon which assistance payments are computed, and (4) proposals for strengthening special program.

The Crime Commission Report contains specific findings and recommendations concerning programs now being conducted by Public Welfare. Reflecting these, funds to strengthen and improve existing programs are recommended for Children's Center, the Receiving Home for Children, Institutional (during and after) care, and to establish three additional Youth Group Homes.

The public assistance caseload is estimated to increase by 11 percent in fiscal year 1969 to 13,580 cases. Funds are recommended to provide for payments to the additional cases and to make Nursing Care payments more competitive with Maryland and Virginia payments to private nursing homes.

We are concerned with the method on which welfare payments are computed. New budget standards are being developed for the computation of public assistance grants. Although the budget contains an increase of 18 percent over the 1957 standards, these payments still only convert to 70 percent of these new standards proposed to become effective January 1, 1969, leaving for future budgets the consideration of bringing the District up to the full standard.

The Department has begun many new programs during the past few years to eliminate or prevent dependency and to decrease the institutionalization of dependent and neglected children who are wards of the Department. The success of these programs can be partially judged by the children in residence at Junior Village on June 30, which decreased from a peak load of 805 in 1965 to 550 in 1967. To

strengthen or expand D.C. financing of these programs, funds are recommended for day care, homemaker services, group homes, emergency shelter, and the Camille B. Hayes Training Center.

Public Health

The Public Health recommendations seek to increase our ability to cope with existing health problems and to continue the implementation of the Community Health Center Plan.

To date the development of two community centers has been possible through use of existing resources and Federal grants from the National Institute of Mental Health. The availability of those grants is decreasing. This budget recommends that positions which the grants will no longer finance in 1969 be funded by the District so as to maintain the momentum we have achieved. Recommended also are funds to expand the centers' activities by establishing additional programs in both centers.

However, decentralization of city service programs is under study at the present time. General policy guidelines when they are developed may require change in budget requests here as well as for court probation services, welfare activities, and other programs.

The D.C. General Hospital facilities have been improved and modernized by the Core construction. This budget contains recommendations to staff and equip new units provided by the construction to take advantage of features designed into the construction and to improve administrative support in unison with the total improvement in the hospital.

Expansion of the existing environmental health programs dealing with air pollution, water quality and rat control is recommended.

Human Relations

There is included in this budget an increase for the Council on Human Relations . It is a small amount but important. However, let us take this opportunity to say that the Council cannot do the work of improving community relations alone. It is going to have to be done by every agency and by every District employee and every District citizen. It is within this philosophy that we recommend this increase in the Human Relations Council's budget.

Police, Courts and Corrections

Additional civilians, a 50 percent increase in the cadet program, and the consolidation of 14 precincts into 6 districts will increase the efficiency of the Police Department and permit reassignment of 150 police officers from clerical duties to the more responsible duty of protecting the public. Communications and data processing systems will be advanced to where the Department will have a completely modern system in these critical areas by fiscal year 1970. Training and other equipment, including 100 motor scooters, will also improve the effectiveness of the authorized 3,100 force.

For courts, probation staff will be expanded to a point consistent with professional standards. Other increases will permit maximum utilization of judge power in the D.C. courts. The capability of the Legal Aid Agency will also be increased.

A complete restructuring of programs authorized in 1968 provides a basically sound adult correctional program. Moderate budget increases will provide research and data processing services and additional correctional and parole officers.

Capital Outlay

For general fund requests, firm cost estimates for construction and the purchase of sites are not yet available. Based upon rough cost estimates, our recommendations for capital outlay projects under the general fund total \$123.3 million. For special funds, the total amounts recommended are highway fund - regular account \$10.8 million, sanitary sewage works fund \$4,4 million, and water fund \$2.4 million.

Public Schools. The budget for Public Schools totals \$42.4 million, including \$3.8 million for permanent improvements to existing buildings. Funds are recommended for the various phases of 43 projects of school construction and completion: 12 new schools, 20 additions, 9 replacements, and 2 modernization of old buildings. When constructed and equipped, these projects will provide additional pupil spaces as follows:

To relieve overcrowding	13,861
To replace obsolete facilities	3,933
To modernize existing facilities	380
To implement Board of Education standards for reduced pupil-teacher ratios	<u>8,276</u>
	26,450

Recreation. The budget provides for acceleration of the Recreation Department's swimming pool program by including funds for plans and specifications for four new pools and for construction of four additional pools.

Public Safety. To provide a new replacement building as one of the district station houses recommended by the International Association of Chiefs of Police, funds are recommended for a site and plans and specifications for District No. 4 Station House. Construction of a new building to replace an engine company (built in 1857) and a truck company (built in 1896) is included in the Fire Department's budget.

Urban Progress Center. For a pilot Urban Progress Center, \$1 million has been approved, which represents the District's one-third share of the total cost. The remaining two-thirds of the cost will be in the form of a Federal grant.

Health. The major item for the Health Department is \$6 million for construction of the Northwest Community Health Center. Welfare's budget includes funds for plans and specifications for the new Receiving Home for Children.

Administrative building. A site for the new District Court Building, estimated to be approximately \$3.5 million, is recommended. Also recommended is an item of \$1.2 million for a preliminary study and to initiate the design of a new building in the Municipal area to house the administrative offices of the Public Schools and the Recreation Department.

Sanitary Engineering. To provide a new incinerator capable of handling 1,500 tons of refuse a day an additional \$11 million for construction is recommended, to supplement the \$4 million appropriated in fiscal year 1966. Included are funds to continue construction of the Blue Plains Water Pollution Plant.

Transportation. In 1969, construction contracts will be awarded for part of the central core of the approved rail rapid transit system. The District's share of the \$91.5 million total needed this year by the Washington Metropolitan Area Transit Authority is \$29.5 million.

With reference to the highway fund, the District's share totals \$10.8 million; Federal funds involved amount to \$113.3 million - a total program of \$124.1 million. The program contained in this budget has of necessity been based upon a continuation of that developed by the previous administration.

Reserves Established

In the general fund, 1969 requirements are \$495.9 million. In addition to specific recommendations, reserves have been established as follows:

Mayor's allocation fund	(Million) \$4.0
Pay raises (classified employees)	9.2
Pay raises (policemen and firemen)	3.0
Pay raises (teachers)	5.7
Pay raises (wage board)	2.2
Indefinite appropriations (payment of erroneous collections, audited claims and judgments)	<u>.6</u>
Total	\$24.7

It is from the Mayor's allocation fund that it is proposed to fund needs which have not as yet been determined, such as the further strengthening of the Executive Office, added youth activity and additional actions in the struggle against crime. When they are ready, proposed allocations from this fund will be forwarded to the Council.

Funding Requirements

Funds required	(million) \$495.9
Reserves as stated above	<u>24.7</u>
Total	<u><u>\$520.6</u></u>

The resources available to meet these needs total \$491.0 million, as follows:

Fiscal year 1968 balance	(million) \$ 6.4
Revenues (estimate of September 1, 1967) ...	322.6
Federal payment (presently authorized)	70.0
Loans	<u>92.0</u>
Subtotal	<u>491.0</u>
Proposed increases (taxes and Federal payment	<u>29.7</u>
Total	<u><u>\$520.7</u></u>

To the Honorable Chairman and Members of the City Council of the District of Columbia:

This is indeed an historic moment in the life of Washington. It is the first time in almost 100 years that a Chief Executive has appeared before a Council to discuss the problems of the city and to seek the Council's help and guidance in meeting them.

In accord with Section 403 (a) of the Reorganization Plan 3, I have the honor to present to the City Council the annual budget for the District of Columbia for fiscal year 1969.

The budget recommended for fiscal year 1969 is \$580.2 million. This represents a \$74 million, or a 13 percent, increase over the amount appropriated by Congress for fiscal 1968, plus the requested supplemental. Of the total \$430.4 million is for operating funds and \$149.9 million for capital outlay and debt service. Of the \$74 million dollar increase, \$44 million is in the Operating Budget and \$30 million in the Capital Outlay Budget.

I am confident that this Council will look at our budget proposals with great care, consideration and concern and then, in consultation with our citizens, come up with what it thinks is best for our city.

Mr. Chairman, I am submitting to you (1) a summary of the highlights of the 1969 budget, and, (2) a detailed budget.

This is no easy task which we are asking you to perform. This \$580.2 million budget is the

highest in the history of our city, but our goals and expectations are also at a record peak. Our revenues are nearly \$30 million short of the amount required to meet the community services envisioned in our budget.

It would be a lot more pleasant if I could tell you that the existing revenues covered all of our expenditures, and that you had nothing to do but pass out the candy and cake to the departments, agencies and services.

Our government is now 33 calendar days old. Together, we inherit the responsibility for running the government of our city with all that is involved.

We cannot look back. We must look forward. We are all aware that we received the 1968 budget on November 13, 1967. Since that date, I have presented a supplement to the 1968 budget, which you have approved.

I pursued this course even though the 1968 budget was one of the best, if not the best the Congress has ever approved for the city.

I hope that the Appropriations Subcommittee Chairmen of the Senate and the House did not think that we were ungrateful because that was not the spirit in which it was done. Rather, it was to complement what they had done and to avoid the last minute crises which have plagued Washington for too many years. I now present our budget proposals for fiscal year 1969.

It is your task to scrutinize the \$580.2 million to make sure that all of the proposed expenditures are prudent, desirable, and in keeping with the priority needs of the people of Washington.

You may find that some of your favorite items are not in the budget proposals. You may wish to question other items. However, I would only caution you at this time that if you wish to add items, you may be adding to the existing revenue gap -- not a small amount to reckon with in terms of finding offsetting savings.

Based on this budget and our projected revenues, we need an additional \$30 million to provide a balanced budget. To accomplish this we have suggested the following revenue measures:

- Federal payment formula legislation which would produce -- \$10.2 million
- Ten cents increase in real estate taxes per \$100 of assessed valuation, and ten cents increase per \$100 in personal property tax, which would produce -- \$4.6 million
- Increase from 3 to 4 percent for sales and use tax on all items except food, which would produce -- \$13.9 million
- Sales tax on local telephone service which would produce -- \$1.4 million

We are hopeful that the Congress will recognize our readiness to do our part and will extend itself to help the Nation's Capital in this fiscal crisis.

I must remind the Congress that more than 15 million visitors come to the Washington area

every year -- and the figure is expected to increase to 20 million within a few years. Moreover, 24,000 Government employees from the City and Metropolitan Area are accommodated in downtown Washington daily.

The President's Council on Pennsylvania Avenue concluded in its report that:

"Upon the wisdom of the governmental development of the Avenue will depend in large measure the health of downtown business enterprise and upon the cooperation of such enterprise will depend in large share the dignity of this grand axis of the Nation."

Let's place our government in perspective. Though the new government, which has been in office only four weeks, is responsible for the fiscal 1969 budget, that budget was in preparation many weeks before the new government was established. Therefore, the present budget for the most part reflects the best judgment of our predecessors as to what we should do. Under these circumstances, this is proper and as it should be in government transition. In this short period of time, we have attempted to do our best to keep prior commitments and increasing needs in reasonable budgetary perspective.

I hope that in the next few weeks, the Council, the Mayor's Office, and the citizens of our town, can work together in refining the proposals for a unified submission to the Federal Bureau of the Budget and to the Congress--after all alternatives have been carefully explored.

I will make myself available to the Council to assist in this process.

I must advise you at this time that my approach to budgeting and governmental administration is the program approach. Our three week time period and other circumstances did not permit us to develop program budgeting for 1969, but you may expect it in 1970.

Already we have in our few weeks in office instituted the following programs:

Housing

We have developed a capability to mass our housing and community development programs by a coordinating process to include RLA, NCHA, NCPC, FHA, and offices in our District Government.

Public Safety

We have placed the Police, Fire and Civil Defense organizations into tandem operational unit.

Along with this, we have developed a means of liaison with the Corrections Department, the Courts and the Department of Justice. Moreover, we have received approval to:

- Participate in the Nation's Model Cities Program
- Make a significant demonstration at the Fort Lincoln site.
- Redevelop the Kenilworth Dump.
- Establish significant job-training employment and economic development for "hard core employables", sponsored by the Labor and Commerce Departments.

Most of these programs are above and beyond our local budgetary obligations and are supportive of our program to develop "capability."

My next major thrusts will be in the following areas:

- Manpower and Employment: Basically this thrust will be designed to bring into a meaningful working relationship all of the fragmented employment, job-training and work program activity.

-- Economic Development: This thrust will establish a partnership between government and private enterprise to produce new opportunities in business, commerce and employment -- not only in the central city but the entire metropolitan area, including the suburbs. I also plan in this budget period to promote joint efforts between departments wherever it is feasible and I want to see joint planning in health and welfare.

I want to see joint planning in education and cultural enrichment. This should involve joint planning for new centers among the schools, library services and the Recreation Department. I want to see this kind of joint planning not only because it makes good sense but it also promotes sound fiscal economy.

Mr. Chairman, as you and your members look at our proposed budget, you will realize as we have, that we must make every dollar go as far as we can stretch it. We simply must get a full dollar's worth for every dollar spent.

In the budgeting process, more than in any other action which you will be called upon to do during the next year, you will have a chance to demonstrate just how good an idea it was to reorganize the District Government.

You will remember what President Johnson said to us at the swearing in of the Council, and

I quote: "Ladies and Gentlemen, your challenge is quite unique. I think the challenge is to again start turning Washington into a model community -- a place of pride for our children to play, for our people to live, and for our parents to work."

Then the President added this: "The Federal Government stands ready to help you. And I think one million people will support you, if you will furnish the strength, inspiration, and the leadership."

He concluded: ". . . Let's don't treat the Nation's Capital as a stepchild. Let's try to make it a model child. Let's try to make it the best we can produce. Let's try to let it be the city that every other city in the world would like to copy."

That is President Johnson's charge to us as a government.

Mr. Chairman, we find ourselves at a critical stage in the history of our country. We have been given the staggering job of governing the Nation's Capital City, which is burdened and plagued by the full array of complex and stubborn urban problems.

On the other hand, however, we begin our administration with the full support of the President, with signs of a strengthening rapport between City Hall and Congress, and with the citizens' high hopes and heightened interest in assuming their partnership role in community affairs.

We are at a crossroads point in the history of Washington, D.C. We must unite in our efforts to move along the paths that could lead to self-government and to a city of decent living standards, of secure streets and homes, of grace and warmth -- a city that will be a place of pride to its residents, its visitors and to the entire nation.

CHART A

EXPERIMENTS AND SPECIAL PROJECTS BY SCHOOLS

TABLE OF CONTENTS

Attachment for Evaluation of Title I Programs 1966-67	a-1
Attachment for Evaluation of Title I Programs 1967-68	a-16
Evaluation Abstract for Educational Resources Center	a-21
Evaluation Abstract for the Use of Non-Teaching Professionals	a-23
Evaluation Abstract for a Proposal to Plan an Inter-Disciplinary Resource Center on the Negro Heritage	a-25
Evaluation Abstract for In-Service Education of Staff in Group Counseling in Personal and Family Living	a-27
Evaluation Abstract for Southwest Seminar and Development	a-29
Evaluation Abstract for Washington Integrated Secondary Education	a-31
Evaluation Abstract for Educational Parks Planning Format	a-33
Evaluation Abstract for the Kenilworth Neighborhood Summer Program	a-34
<u>Evaluation Guide- Time- Space and Matter</u>	a-36
Evaluation Guide- Earth Science Curriculum	a-37
Evaluation Guide- Biology Science Curriculum Study Project	a-38
Evaluation Guide- Science Technology Project	a-39
Evaluation Guide- Physical Science- A Laboratory Approach	a-40
Evaluation Guide- Business and Distributive Education 1967-68	a-41

CHART A

ATTACHMENT FOR EVALUATION OF TITLE I PROGRAMS 1966-67

SUMMARY OF TITLE I EVALUATIONS

PROGRAM TITLES:

PAGE NO.

Pre-Kindergarten (Project 250)	1
Episcopal Center Program for Emotionally Distrubed Children	1
Project Read	1
Reading Incentive Seminar	2
Urban Service Corps	2
Pupil Personnel Title I	2
Breakfast Programs	3
Staff Development	4
Follow-Through (Morgan)	4
Follow-Through (Nichols Ave.)	4
Teacher Aides (Project 248)	4
Audio Visual Aides	8
Cultural Enrichment	8
Cardozo Data Processing	8
Webster School	8
Instructional Television	9
Community Schools	9

EVALUATION AND/OR DESCRIPTION

SUMMARY REPORT

EVALUATION OF ESEA TITLE I PROGRAMS for the District of Columbia, 1966 and 1967

I. INTRODUCTION

The public schools of the District of Columbia were allocated \$5,456,927 in fiscal year 1966 and \$5,472,367 in fiscal year 1967 under Title I of Public Law 89-10, Elementary and Secondary Education Act of 1965, for programs to serve educationally deprived youngsters. Approximately 24,000 educationally deprived children were involved in over fifty Title I programs and services during the summer of 1966 and the following regular school year which this report covers.

A system was developed and utilized to evaluate these programs and services. The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs. Answers were sought to the following questions:

- ... Are the children better off because of the expenditure of Title I funds?
- ... What programs appear to be the most effective in terms of measurable pupil gains?
- ... What programs or combination of programs and services show promise of obtaining the most student gain per dollar of Title I funds?

II. BASIC CONSIDERATIONS

It was hypothesized that the short-term changes in pupil performance caused by all the Title I programs together were likely to be small, and that changes due to any single program were likely to be just barely detectable, if at all. This means that the only hope of detecting such small short-term changes lies in developing an overall statistical system or model which would include the important out-of-school environment or "resistance factors" which have such powerful effects on student performance and attitudes.

NOTE: This Summary Report is a non-technical summary of the research done under Contracts NS-66416 and NS-6870 with the District of Columbia Government. For further details about the study, see the Technical Report.

Another consideration in evaluation was that since each student was exposed to a number of special innovative practices it was not possible to evaluate any single program by itself in isolation. In considering the effects of any single program, due allowance must be made for all other important school practices, socio-economic factors, and participation in other Title I programs.

III. THE EVALUATION SYSTEM

In order to profit from educational innovation one must have a continuous feedback of estimates of the results. Otherwise most of the value of the innovations will be lost and little will be learned from them that can lead to improved education for the children involved.

Assessing the short-term effects of a single Title I program requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. For purposes of evaluating the Title I programs such an evaluation system has been developed and utilized. The information on which the system is based has been organized into what might be termed a statistical model of the D.C. public schools. From the statistical model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student's performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the student in it will do better than predicted.

The statistical model provides a system for continuing evaluation of the various Title I projects as they develop. The system is also comprehensive and versatile enough for use in evaluating other new programs or innovations in the D.C. school system. All that is required is a roster of the students in the new program, or to know which grade groups in specific elementary schools are involved in such an innovation as ungraded organization.

A special feature of the statistical model is a method of estimating expected performance of the pupils in a specific school. These estimates are obtained from analysis of past records of performance levels in schools serving areas with various levels of income and education. At any given point in time, performance in a specific school can be compared with its predicted or expected level of performance and this can be related to its particular pattern of programs and innovations.

IV. INFORMATION COLLECTED

In obtaining the data required for the statistical model, information such as the following was obtained:

A. Lists of students who had participated in the various Title I programs. This involved visiting the program to transcribe the names and other available information about the students.

B. The Student Evaluation Form was distributed to all Title I target schools to be filled out on each student by the classroom teacher. After these forms had been collected from the schools, they were checked, coded, edited, and all essential information punched into IBM cards. This was done twice, once in May and June 1966, and again in May and June 1967.

C. The list of "identified"* students was obtained from the Pupil Personnel Department for all target schools, both public and private.

D. From achievement tests routinely administered in the regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. In order to study the effects on schools in the target area, expected mean scores for each of them were computed from analysis of scores on standardized tests for comparable schools in previous years. Because of the fact that the tests of the regular testing program during the school year 1966-67 were given early in the school year, it was not possible to use them to determine the effects of ongoing Title I programs.

E. Information obtained from special data-gathering instruments such as questionnaires, interviews, and other standardized tests for specific purposes. One of these standardized tests was the Language Facility Test. This is an individually administered test which obtains a standardized sample of verbal response to visual stimuli. Responses to each stimulus picture are recorded and scored in two different ways. One score, on a ten-point scale, measures the level of verbal development or maturity independent of dialect or cultural influences. The other score measures the number of deviations from standard English. This test was administered to selected groups of students in various programs. Their scores were compared with the norms previously developed on a similar population, or their growth in verbal language facility during the program measured by means of pre- and post-tests.

F. Observations of the project staff members through visits to the programs and interviews with the director and staff members of the various programs.

V. PROCEDURE

A. Preparation of the Master Tape

One of the most difficult operations of the whole project was the work necessary to match up the many different kinds of information from the many sources about thousands of children. Each name on each new document or roster of program participants had to be looked up individually in a "telephone book"-type roster to see whether that pupil was already on file. If he was, the document or roster was marked with the student's identification number so that the data could be added to the data bank. If he was not, a new identification number was assigned and the name added to the "telephone book,"

* "Identified" students are those who have been identified by their teacher and principal as potential dropouts.

so that the data could be processed. It is estimated that a total of approximately 200,000 documents were processed in this manner, and 100,000 on rosters. The data bank contained approximately 80,000 different names with sex, date of birth, school and grade in 1966, and/or school and grade in 1967, plus program participation record and whether the student was identified as a potential dropout. This includes many pupils who moved in and out of the target area schools. To this data bank were added the additional student performance measures used in the evaluation. A great deal of work on the computer was necessary to edit and bring all these data together on a master tape suitable for analysis.

B. Analysis of the Student Evaluation Form

There were two sets of evaluations by classroom teachers of students in the target schools. One set was from evaluations done in May and June 1966, and the other set one year later. These items measured different aspects of student behavior and performance. From the first set it was found that three different things were being measured by the form. The first one was "student classroom performance" which can be represented by item 2 of the Student Evaluation Form - "How well does this pupil do in his school work?" The second factor of "alienation from school and society" can be represented by SEF item 12 - "Uncooperative - Cooperative." The third factor of "aggressiveness" can be represented by SEF item 14 - "Shy - Aggressive." This third factor was found to be not related to being identified as a potential dropout. However, items 2 and 12 were highly related to being so identified. The first two factors coincide with two of the most important objectives of Title I programs and of compensatory education in general.

One of the most valuable sources of evaluation of programs came from comparing the averages of teacher ratings on various items of the Student Evaluation Form for students in the various Title I programs and services. Comparisons were made from the master tape for children in general, as well as differences between programs.

C. Achievement Tests

The schools in the target areas were examined to see how their performance on standardized tests compared with their expected performance as derived from the pattern of school means of similar schools. This method was used to evaluate such programs as Ungraded Intermediate, and the sixteen different reading programs. This method is available for use in the evaluation of any future innovation that is concentrated on a grade group in specific elementary schools.

D. Limitations of the Study

The following limitations of the study should be clearly stated:

1. Measures of some of the important objectives of compensatory education were not available during the period of the study.

2. The time period covered by the programs was too short to demonstrate the full effects of compensatory education.

3. The number of students with complete data -- that is, students for whom both a June 1966 and a June 1967 Student Evaluation Form was available on the master tape -- was quite small for some programs despite the large amount of data collected. However samples of 100 cases or more were available for many of the programs.

VI. RESULTS AND CONCLUSIONS

A. Reading and Achievement

Samples of students who in the spring of 1966 took the Metropolitan Achievement Test in grade 2 or who took the STEP battery while in grade 4 were retested using the same battery one year later. These scores were compared with those made by the same students in the regular administration of the test and the differences studied both by individuals and by school means.

The schools in the sample represented various combinations of programs and characteristics, but none of these seemed consistently related to gains in reading level. The target area schools did not perform better than the predicted levels. Some individual schools performed better than the expected level but the patterns of over-performance did not seem to be related to participation in any of the D. C. regular or special school programs. The over-performance when consistent over several grade levels and school years might well, in considerable part, reflect better teaching and administration. Part of it may be due to other control-type factors not presently accounted for. Occasionally a school's over-performance can be due to indirect selective factors causing it to attract children from the more educationally supportive families within the area it serves. When this happens, of course, it will cause other schools serving that area to perform below expectation.

As the statistical model of the schools becomes more completely structured and as additional longitudinal follow-up data are added to it, it should be useful for studies relating pupil performance to measures of teaching quality and training. The effects of variations in teacher quality and training as well as the effects of methods and practices are almost completely masked by the effects of out-of-school environment. While the statistical model, in effect, holds these out-of-school factors constant, it will begin to be possible to estimate the performance level of each school.

It seems probable that any changes in aptitude and/or achievement test performance caused by Title I programs are likely to be small during any one year, and thus large samples of pupils in any given program will be essential for detecting small gains with any degree of confidence. This can be done with the tests given routinely in the regular school testing program once the program stabilizes into a regular sequence of tests for at least two years in a row. It will also be necessary to facilitate the addition of this test information to the present data bank by some permanent system for student identification.

For evaluations with other tests and measures it will be necessary to do special testing of substantial samples of students in specific programs. However, because of the statistical model, it will be necessary only to test at the end of the program since bench marks have already been established for predicting performance in the absence of program effectiveness.

In the future, programs can be evaluated by the various tests, interviews, and other evaluative devices used in the original bench-mark studies.

B. Evaluations by Teachers

The results of the studies involving the teacher evaluations have been incorporated in the next section giving priorities assigned to the various programs and services.

C. Priorities for Funding Under Title I

The programs under Title I studied in this project follow, divided into priority groups as defined below. Projects are arranged in alphabetical order within groups. Also given are the reasons for assigning this priority. Further details will be found in the Technical Report.

Several factors were considered in making up the priority list of the Title I programs studied in this project. Priorities are given only for those programs about which sufficient information is available for adequate judgment. Priority groups were defined as follows: Priority 1 - Those projects which were found to have made a definite and documentable contribution toward better schooling for students from low-income areas. Each of the projects in this category was found to be associated with improved pupil performance and attitudes, or directly salvaged dropouts. These have been divided into two groups, 1-A and 1-B. Priority 2 - Those projects appearing to have merit as Title I programs but which are not making as significant or measurable a contribution as those in Priority 1. Priority 3 - Low-priority projects.

Priority 1-A

Pre-Kindergarten Programs. These include the Summer Pre-Kindergarten, the Saturday Pre-School Orientation, and the Model School Division Pre-School Program. These programs are important approaches to the problem of preparing children for educational experiences in school when they are not being adequately prepared by their home environment. These programs rightly give great stress to participation by the parents and seem to be relatively successful in stimulating such participation. For a sample of 119 children, the Summer 1966 Pre-Kindergarten program was found to be associated with increased language facility. All of the various Title I pre-kindergarten programs were found to be associated with better readiness and performance in both kindergarten and grade 1.

Primary Summer School. If a child learns to read in the second or third grade and makes normal age-for-grade progress thereafter, he is very likely to continue in school until he is 18 years old, and will probably graduate from high school. The extra "push" provided by Primary Summer School should make a substantial difference to the early school adjustment of many students and be a potent weapon against dropout. In the follow-up study, it was found that the sample of 1648 students who participated in this summer program showed evidence of better attitudes, performance, and motivation in the classroom. This program appears to give critical help to disadvantaged children at a very important period in their development and should be continued with high priority.

Pupil Personnel Service Teams. These teams are fundamental to the dropout prevention problem and support it in several ways. First, these teams deal directly with the problems of the identified students, particularly as they involve the home environment. The teams solve many student problems by direct action. They also act to foster parental involvement in the education process. Second, the teams supply much unique information about the student and his home that is badly needed by teachers, counselors, principals, and other school personnel. Third, they provide original unique information essential to the school administration for planning, administering, evaluating, and improving educational services and programs.

The students served by the teams were found to show gains in school performance when re-evaluated by their teachers at the end of the school year. The 1986 students evaluated by their teachers in 1966 and 1967 and who were served by the teams exceeded predicted performance in emotional maturity, attitude toward school, liking to read, and cooperativeness.

This approach seems central to the entire Title I program and should be given top priority. Ways should be sought to extend the services supplied by the teams and to integrate them more closely with the other Title I programs.

Reading Incentive Seminars. Teacher evaluations at the end of the school year indicated that this program led to better student performance and attitudes. The students in this program improved in classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. This evidence is based upon 267 cases with complete data ("with complete data" means that they were evaluated by teachers in both 1966 and 1967), and is statistically conclusive. It was also found that the students in this program were doing better than average to begin with, and showed good improvement during the year. It should be continued with high priority since the dropouts prevented by it will include many of the high aptitude students who are able to do their school work but fail to be motivated by it.

Social Adjustment. This summer program represents a fundamental attack on a very important problem in the dropout area. The 61 students with complete data were found to show important improvement in classroom performance, emotional stability, attitude toward school, and cooperativeness. They exceeded predicted performance in liking to read, where the total sample showed a decrease. It represents the first really structured program in this area and should be given high priority for continuation and expansion.

Specialized Camping Programs. This includes the Summer Music Camp (10 cases), the YMCA Camp (65 cases), and the Saturday Music Program (10 cases). These were two specialized camping programs in the summer of 1966 and a follow-up program for one of them during the regular school year. The children in all three programs showed evidence of better classroom performance when evaluated by their teachers at the end of the school year. The Music Camp and Saturday Music Programs were also associated with improvement in attitude toward school and liking to read. Camping in and of itself is certainly no panacea, but specialized camps with close tie-in to academic programs and objectives seem to be an effective way of obtaining increases in student school performance. It is recommended that long-range plans for a permanent camping program be initiated.

STAY (School to Aid Youth). This program probably salvages dropouts at a lower cost per dropout than almost any other program since there is not a great deal of turnover within the program. In many other programs, a great deal of money can be spent on a number of students who will either not drop out in any event or would drop out despite the money spent on them. This is not true of the STAY program. A sample of 54 students in the winter STAY program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The re-evaluations were made by STAY staff and therefore are not completely comparable with the other programs. However, it was found that there were improvements in school performance, emotional maturity, attitude toward school, liking to read, and cooperativeness.

The original expectation for the STAY program was that it would feed students back into their regular high schools. This did not happen in most cases since the students strongly preferred the STAY program to the regular high school. Apparently this program represents a new type of secondary program suited to the needs of many students who reject the regular high school programs. It is recommended that the STAY program be expanded and eventually become part of the regular secondary program in several key areas of the city. Ways should be explored to use it as a base for a new work-study and continuing education program to meet the needs of those students now rejecting full-time day study.

Webster School for Girls. This program deals with the factor that is one of the most important causes of dropout among girls. It directly salvages potential dropouts at a reasonable cost. It is doing a good job of meeting the educational needs of our girls at a critical time in their lives, and it is also a good example of how the school system goes to great lengths to meet the special problems of its students. It should be continued with emphasis on learning how to meet this problem with a simplified and less expensive program for all girls who need it, at a cost that could be absorbed into the regular school budget. It should also be examined to see what materials and methods have been developed that would be useful for all high school students to have in preparation for eventual family responsibilities and to foster the fullest development of their children.

Priority 1-B

Expansion of Language Arts. The Language Arts Program is designed to develop the oral and written language facility of culturally disadvantaged children. One of its main purposes is to teach standard English to those children who, in effect, speak an urban dialect. Earlier studies have indicated that this program seems to be effective in doing this. Samples of students who had been in the Language Arts Program in 1965 were found to have improved in language facility (123 cases) and in speaking standard English (44 cases) in this study.

Future for Jimmy. This summer and regular school year program is a tutorial- and counseling-type program in considerable depth where representatives of the intellectual community of Washington tutor and counsel individual students who need help. It is jointly administered by the D.C. schools and the Urban League, and because of the Urban League participation, helps involve a very important stratum of the Washington community in working directly with the problems of these school children. This should do much to help these tutors understand better the D.C. school system and the problems that it and its students are working on together. A sample of 183 cases showed improvement in classroom performance. The program should be continued if budget permits.

Age 13.7 Summer Reading Program. This program attacks a very fundamental cause of dropouts for the group of students most likely to drop out, since they are having difficulty with school achievement and are seriously behind in their age-grade placement. A follow-up study indicated that one year after participating in this summer program, 199 students who had been in it showed evidence of better performance in the classroom. It was a relatively inexpensive program and should be expanded to meet the needs of all youngsters in this category.

Ungraded (or Nongraded) Intermediate Sequence. This program is exploring a new approach to meeting the individual needs of disadvantaged students at the intermediate level. It is an ungraded sequence offering help in understanding the problems of the culturally disadvantaged child and organizing the instructional program to meet his particular needs. A group of 102 students in this program improved in emotional maturity and attitude toward school, and also exceeded predicted classroom performance. This program is an important new approach, and needs full trial and careful evaluation.

Urban Service Corps. Title I funds were used by the Urban Service Corps to provide transportation for field trips and also to provide clothing, glasses, and hearing aids to children needing them. These expenditures do not lead directly to improved school performance or attitudes, but they do represent important services needed by children in low-income areas. Such programs need to be continued.

Priority 2

Breakfast and Physical Fitness Programs. This summer and regular school year program appeared to be working out well and showed promise of being effective in improving student motivation and attitudes, although the statistical study failed to confirm this. If it were to be continued, the basic concept should be examined closely to see exactly how it is operating as a reinforcement activity in relation to the regular school program.

College Orientation. This is an important and apparently effective program but is not directly aimed at the prevention of dropouts. A high proportion of these youngsters probably would not drop out since they were doing well in classroom performance before entering the program.

English in Every Classroom. This is a program designed to involve students and teachers in regular systematic writing of compositions and also to encourage and improve reading through the use of paperback books, magazines, and newspapers. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone. It served a unique function over and above the other communication skills programs in its concentration on the systematic writing of compositions, and should help to meet a real need in the development of these students.

Enrichment Summer School - Secondary. This program contributes directly to dropout prevention to the extent that it enables students to study those subjects in which they have a special interest. Student comments in themes and interviews indicated that they like the summer courses much more than the same work during the regular school year, and had an increased interest in school work. Students from this program were found to have better school performance and attitudes in the classroom one year later. It is given lower priority than the Primary Summer School because it occurs at an older age when many students have already left school, and leaves fewer years for student improvement to affect school work and progress.

Extended Day - Double Barrel Program. This program involved college students who worked with the younger children on a buddy basis. There were five children assigned to each college student. The college students aided in tutoring, cultural enrichment, and personal adjustment, with special emphasis on establishing rapport between the child and the college student. Also involved in this program were counselors and librarians, and services for an after-school library program were provided. However, the program was not implemented as originally intended. The 51 students in the program for whom complete data are available were found to improve in cooperativeness and emotional maturity but did not do better than expected in classroom performance. If continued, the program should be restructured and kept on a completely evaluated experimental basis.

Gonzaga College Prep. This important and apparently effective program is not aimed directly at the prevention of dropouts. The program has some importance in that it is one in which nonpublic school students participate.

Reading and Speech Clinics. Title I funds were used to add technicians to the staffs of the Reading Clinic and the Speech and Hearing Clinics. However, there was some delay in obtaining these technicians because of the shortage of supply of these specialized persons. These clinics provide remedial service to many students and this important service is an invaluable support to regular classroom teachers. The usual procedure in these clinics was to give priority to the identified students.

Reading Programs. A great deal of work has been done in recent years on new approaches to the teaching of reading. All of these have some advantages; none of them has accomplished any miracles. Sixteen of the more popular new approaches were tried in the D.C. schools, and none of them has done any miracles, either. However, they represent new popular approaches that should be tried out to see their strengths and weaknesses for various teachers and various combinations of students in the D.C. schools.

Most of the samples for the 12 methods for which data were available were too small to warrant final judgment on the merits of each individual program, but several of the reading approaches were associated with improvement in student classroom performance. These included the MacMillan Reading Spectrum (23 cases), Ginn Language Development (22 cases), and Words in Color (47 cases). The MacMillan group also improved in attitude toward school, liking to read, and cooperativeness. The Ginn Language Development group also improved in attitude toward school and cooperativeness. Words in Color was also associated with improved liking to read. While the students in the above reading method groups showed improvement, the group of 12 methods as a whole was not associated with better school performance or better reading test scores when comparisons were made with students in similar schools with no experimental reading programs.

The problem is not to select one best program which, of course, may be only slightly better than the others. The problem is to enable the District of Columbia teachers to have the latest know-how, materials, and methods available for different approaches to reading, and it is believed that this will do much to increase the motivation of both the reading teacher and the reading student.

Summer Institute for Elementary Teachers and a Demonstration Summer School. This Model School Division project was a very important attempt to learn the best ways of in-service training of teachers for culturally disadvantaged children. If it is to be continued, emphasis should be placed upon learning how to plan an eventual in-service teacher training program for school-system-wide introduction at a cost the system can afford.

Priority 3

Cultural Enrichment. Cultural Enrichment has been rather disappointing as an approach to stimulating young people for motivation in school. However, the present Cultural Enrichment program is relatively inexpensive and it is better tied in with the real cultural heritage of the groups than many others have been. There may be ways to utilize this concept and to coordinate with specific educational programs more closely. It is a difficult program to evaluate, but it appears at present not to be of high priority as it is now developed.

Harrison School-Community Project. This is an attempt to obtain maximum involvement of parents, church, and school personnel in support of a summer school program in a poverty-stricken neighborhood. The total project served to gain experience in this area. However, the specific activities under the program need to be examined carefully as they probably vary greatly in their effectiveness. The emphasis should be on learning enough about this problem complex to be able later on to plan a suitable project in this area to be tried out with additional groups.

"Team-Up" Training and Enrichment. This program did not seem to get off the ground very well. It does represent an attempt to achieve a number of objectives related to upgrading of culturally disadvantaged youth. Its objectives possibly were too diverse and perhaps should be more limited if the program is continued.

D. Projects to be Financed from Funds for the Education of Handicapped Children

Hearing Impaired Children (Kendall). This seems to be a very effective and well-run program for helping those children with hearing impairment.

School for Emotionally Disturbed Children (Episcopal Center). This is the first year of a three-year therapeutic school program for emotionally disturbed children who are also culturally and economically disadvantaged. It is administered cooperatively by the District of Columbia Public Schools and the Episcopal Center for Children, and includes family involvement. The 35 children in this program are those whose problem is so deep-seated that they have been unable to adjust to a normal classroom situation. The purpose of the program is to work with the children until they can be reintroduced into normal classrooms, but at the end of the first year the program had not been very successful in this. This is a very good example of how far a school system will go in meeting the full needs of those students with the greatest problems.

Severely Mentally Retarded Children. This seems to be an important well-run program that should be continued if appropriate funds are available.

Sharpe Health School Summer Institute. This seemed to be a fine program for children with a variety of handicaps, and should be continued if appropriate funds are available.

E. Projects More Appropriate for Funding under the Regular School Budget

Teacher-Aides. There was a great deal of variation in the way teacher-aides were used, and additional study is needed to determine the best pattern of utilization for these sub-professional persons. Data were not available to relate the use of aides to specific programs; therefore, the evaluation had to be limited to one of all aides combined.

Studies of the teacher-aide programs indicated that the aides were performing very valuable functions as part of the instructional team and are, in general, relieving the teacher of those tasks that do not require professional skills. There was no evidence that students in classrooms with teacher-aides performed better in class than those who did not. But the same thing has been found for students in smaller classes as compared to larger classes. Apparently the use of teacher-aides is not likely to lead to short-term gains in classroom performance, but neither would the use of the same funds to hire a small proportion of additional teachers.

The real question with regard to the Teacher-Aides program is the relative ratio of teacher-aides to teachers to accomplish most effectively and efficiently the instruction in the classroom. In estimating the optimal ratio of teachers to teacher-aides or of professionals to sub-professionals, the consensus of the administrators involved in the program as well as the project staff is that the present ratio of 1 to 20 is far below an optimal ratio. Most teachers and virtually all principals would like to have as many teacher-aides as possible and would like to have a full-time aide in every classroom. However, their consensus is that the optimal ratio of teacher-aides might be on the order of 1 to 5 or 1 to 8, instead of the ideal 1 to 1, or the present 1 to 20.

Increases beyond the 1 to 20 ratio should await intensive study of the various tasks to be done by the instructional team and studies of optimal patterns of personnel to be used in carrying out these tasks at greatest efficiency from the budget point of view. It seems highly likely that such study would eventually indicate that the ratio of sub-professionals to professionals might be on the order of 1 to 5 if there is a substantial increase in the per-pupil expenditure rate of the school system. Therefore, it is strongly recommended that the Title I Teacher-Aides program be continued. It has given the school system an invaluable chance to obtain experience with new staffing patterns in the classroom, and seems to have been a significant factor in improving working conditions for teachers.

F. Cost-Benefit Considerations

Since cost-per-pupil figures are available, it is possible to examine the various Title I programs from the point of view of cost effectiveness. This examination must, of course, be highly tentative at this early date in the process of longitudinal study, but it will become increasingly important as pupil performance data become available for larger groups and over longer periods of time.

Even at this early stage, two indications emerge quite clearly. One is that any program making any substantial improvement in pupil performance will probably be worth any price within reason, since so many of the school characteristics or programs, which compete for the school dollar, make so little apparent difference. The other indication is that the programs showing most initial promise vary widely in cost, and there seems to be little correlation between program cost and program effectiveness.

The four most effective winter programs averaged about \$235 per pupil, and the five most effective summer programs averaged about \$200 per pupil. Considering the need for multiple programs, one might deduce that \$400 or \$500 per pupil above present outlays of approximately \$800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

G. General Conclusions

The following conclusions seem warranted from this study:

1. It was found to be possible to devise a statistical model with the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration. Longitudinal follow-up data appear to be essential for this purpose.
2. This study has established the basis for a continuing system for evaluating the long-range effects of individual Title I programs on a number of important aspects of pupil performance and behavior.
3. The statistical model is suitable for use in evaluating many other future innovations and changes in documentable programs, methods, and procedures in the D.C. schools.

VII. RECOMMENDATIONS FOR FUTURE ACTION

A. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target area school. This would provide data for a continuous evaluation process based on longitudinal data. The evaluation system should be extended to cover all pupils in all schools as soon as possible.

B. A permanent record on tape should be maintained of all the major educational experiences of each pupil. A continuous cycle of studies should relate each such experience (being bused to a different school, participation in a special program or innovation, etc.) to the various measures or evaluations of the pupil's performance and attitudes.

C. The results of the evaluation studies should provide a continuous feedback of information on which to base revision of existing programs and for planning new programs.

D. If the evaluation system were extended to the whole school system it would permit evaluation of many basic features of schools, such as class size, overcrowding, use of teacher-aides, team teaching, curriculum innovations, and homogeneity of student bodies.

E. On the basis of the findings of the study it is recommended that the plans for program implementation in the future concentrate more on the most disadvantaged students.

CHART A

ATTACHMENT FOR EVALUATION OF TITLE I PROGRAMS 1967-68

PAGE NO.

PROGRAM TITLES:

Pre-Kindergarten (Project 250)	1
Episcopal Center Program for Emotionally Disturbed Children	1
Project Read	1
Reading Incentive Seminar	2
Urban Service Corps	2
Pupil Personnel Title I	2
Breakfast Programs	3
Staff Development	4
Follow-Through (Morgan)	4
Follow-Through (Nichols Ave.)	4
Teacher Aides (Project 248)	4
Audio Visual Aides	8
Cultural Enrichment	8
Cardozo Data Processing	8
Webster School	8
Instructional Television	9
Community Schools	9

EVALUATION AND/OR DESCRIPTION

EVALUATION OF ESEA TITLE I PROGRAMS
FOR THE DISTRICT OF COLUMBIA, 1967-68

Summary

I. Objectives

The purpose of the research was to continue the evaluation of special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10.

The primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various programs. Answers were sought to the following questions: Do students perform better in school because of the expenditure of Title I funds? What programs appear to be the most effective in terms of measurable pupil gains? What programs and services obtain the most student gain per dollar of Title I funds? Do Title I programs prevent dropout?

II. Description of the Target Population

There were 97 public and private schools, both elementary and secondary, in the target area, with a total enrollment of approximately 70,000 students ranging from kindergarten through the twelfth grade. These schools were selected on the basis of the need of the children in them, as determined from a combination of the median school scores for the 4th and 6th grades on two standardized tests of reading, and median income and years of schooling of the adult population in the census tract in which the school was located. Approximately 25,000 students in these target schools were designated by their school principal as potential dropouts in need of special attention. Eighteen of the schools, with approximately 15,000 new students, were added to the target area at the beginning of the 1967-1968 school year.

III. Procedure

Teacher evaluations of student performance and attitude were obtained in May 1967 and again in May 1968 for students in the target schools. From the responses to these questionnaires, two sets of composites, obtained by combining similar items from the questionnaires, were computed for students who were in the various Title I programs. These composites at the beginning and end of the school year were taken as evidence of changes in the students in the programs. The changes in the students in each program were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups.

In addition to changes in classroom performance, test scores were used to compare the performance of Title I schools with non-Title I schools. Information was also obtained from teachers about the number of absences during the two previous school years and average absences calculated for the students in each program. Information was also available as to the cost per pupil of the individual programs.

Information about the students identified as potential dropouts was obtained from questionnaires filled out by the Pupil Personnel Services Teams.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators and teachers, through observation of the program by the evaluation staff, and from the Associate Superintendent for Planning, Innovation, and Research of the D.C. Public Schools and his staff.

IV. Evaluation of Specific Programs

The primary basis for the evaluations of the programs was the consideration of the changes in the students in them as measured by the Classroom Performance Composite and the School Adjustment Composite. Secondary consideration was given to such things as cost per pupil relative to other similar programs, the level of absences of the students in the programs, the kinds of students served, and the extent to which the objectives of the programs appeared to coincide with the guidelines for Title I programs. Comparisons were made of the gains or losses as reflected in the composite scores with various groups of girls and boys at various grade levels.

Priority ratings were assigned to the programs, both for the regular school year as well as for the summer of 1967, and are shown in the table which follows. Priority 1 programs are those which appear to be the most effective in that they tend to improve the classroom performance and the school adjustment of the students in them. They also appear to reduce absences and to deal with the part of the target school population most likely to drop out of school. In these programs the cost per pupil compares favorably with other programs. The programs listed as Priority 1-B are considered slightly less effective than those in group 1-A. Priority 2 programs appear to have merit, but do not fulfill all of the requirements for effective programs. Priority 3 programs usually have undesirable characteristics.

V. Conclusions

A. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration.

B. Many Title I programs were found to be associated with gains in classroom performance, school adjustment, and decreases in absences on the part of the students in them.

C. The following types of programs were associated with the greatest positive change: pre-kindergarten, enriched primary and secondary summer school, Pupil Personnel Services Teams, reading incentive seminars, special

PRIORITIES* ASSIGNED TO TITLE I PROGRAMS
SUMMER 1967 AND SCHOOL YEAR 1967-68

<u>SUMMER 1967</u>	<u>Previous Report**</u>	<u>SCHOOL YEAR 1967-68</u>
<u>PRIORITY 1-A:</u>		<u>PRIORITY 1-A:</u>
410 Social Adjustment	1-A	241 Preschool Children-Parent Orientation
420 Webster Girls' School	1-A	249 Saturday Music Program
430 STAY Program	1-A	261 Webster Girls' School
440 Joint Public and Parochial--15-12	2	262 STAY Program
480 Pupil Personnel Services Teams	1-A	264 Reading Incentive Seminars
500 Primary Summer School	1-A	281 Urban Service Corps
560 Special Orientation for 6th Graders	3	283 Pupil Personnel Services Teams
		285 Widening Horizons, MSD
<u>PRIORITY 1-B:</u>		<u>PRIORITY 1-B:</u>
450 JHS College Prep--Gonzaga	2	244 Expansion of Language Arts
540 Secondary School Enrichment	1-B	324 Special Aides, "Model" Model
550 Morning Physical Fitness	2	325 Teacher Aides & Assistants, MSD
570 Summer Camping	1-A	326 Community School, MSD
580 Instrumental Music	1-A	328 Cardozo Data Processing, MSD
600 Vocational Orientation	1-B	329 English in Every Classroom, MSD
<u>PRIORITY 2:</u>		<u>PRIORITY 2:</u>
460 Summer Scholarships	2	246 Food Services
530 Georgetown College Orientation	3	247 Breakfast Program
		284 Future for Jimmy
		286 Reading and Speech-Hearing Clinics
		321 Instructional Staff, MSD
		322 Staff Development, MSD
		323 "Model" Model School Staff
<u>PRIORITY 3:</u>		<u>PRIORITY 3:</u>
470 Summer Occupational Orientation	1-B	265 Living Stage
520 Theater Workshops	2	282 Audiovisual Program
610 MSD JHS and Teacher Training Institute	1-A	327 Cultural Enrichment, MSD
		Should be financed from funds for the education of handicapped children:
		243 Emotionally Disturbed Children

*Priority 1-A: Highest in improving both classroom performance in school adjustment, reducing absences, treating proper population, and favorable cost per pupil;
Priority 1-B: Not quite so outstanding but meet all the requirements of 1-A;
Priority 2: Have merit but do not fulfill all the requirements;
Priority 3: Have undesirable characteristics.

**Dailey, J.T., and Neyman, Jr., C.A. "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967", Final report on Contract NS-6837 to the District of Columbia Government. Washington, D.C.: The George Washington University, Education Research Project, March 1968, page 67.

summer classes for social adjustment or orientation, summer camping, and special high schools which directly rehabilitate potential dropouts, like STAY and Webster Girls' School.

D. There was little correlation between estimated program effectiveness and cost on a per-pupil basis. There was also a wide diversity between the types of students in the various programs, not only by sex and grade, but also the evaluations of their classroom teachers as to the classroom performance and the school adjustment of the students in them.

E. Three principal factors associated with the Student Evaluation Form emerged from the factor analyses of the data: School Adjustment, Classroom Performance, and Aggressive Leadership.

F. While intercorrelations between the corresponding items on the pre- and post-test evaluations tended to be rather low (below 0.40), the stability of the composites as judged by the consistent recurrence of the items in them was much greater, and are therefore more appropriate for measuring the effects of Title I programs than any single item would be.

G. Five factors emerged from the factor analyses of the Pupil Personnel Services Teams Evaluation Forms for the various groups of children in their caseload: Home Environment, Social Adjustment, Problems and Motivation, Out-of-School Problems, and Aggressive Behavior, not necessarily in that order of strength.

EVALUATION ABSTRACT
FOR
EDUCATIONAL RESOURCES CENTER
(ESEA, TITLE III PROJECT)

In addition to gathering certain types of interview and questionnaire data, the evaluating staff of Teachers' College, Columbia University had regular and substantial meetings with the Director of the Center and/or members of his staff approximately once a month. These were used to secure a running account of major activities and of developments influencing the work of the Center. In addition, several major activities were visited on a sampling basis in an effort to understand better the Center's program and manner of operation.

The evaluators agree with the general consensus that the Center or its functions are much needed in Washington, D. C. and should be continued and extended.

The following are excerpts from the evaluators interpretations and recommendations of the three aspects of the Educational Resources Center's program namely: (1) in-service education, (2) curriculum development and (3) utilization of technology.

In-service education. The task of in-service education and staff development in the District public, independent and parochial schools is much greater than the potential of the Center's present resources. The whole task of staff orientation and induction, of meeting the needs for in-service education relative to curriculum innovations in general, as well as in the various subject fields dwarfs the present effort. Much greater resources must be brought to bear upon this area if success is to be achieved.

Curriculum development. The tasks of designing curricula and instructional strategies, as well as of modifying and adapting such plans and proposals originating outside the system are now inadequately handled. The financial resources, and the types of specialized professional skills needed to erect a defensible total modern educational program are not available. To center curriculum development in a few teachers coopted for summer work seems quite inadequate. Certainly care in providing for effective teacher participation at crucial points is important but teachers require many kinds of specialized assistance for this work which they do not now have.

Technology and its utilization. The introduction of modern technology is a more complicated task than it may appear to be. The Center staff has remarkable insights, skills and enthusiasm in this area; however, unless a systems approach can be used in which availability of materials and equipment supports demonstration and in-service education, waste is certain to result. Further, the various subject-specialists as well as all major instructional influences must be mobilized, insofar as possible, for a coordinated effort if success is to be achieved.

Certainly unlimited resources are not available to pour into the three aspects of program mentioned above: (1) in-service education; (2) curriculum development; and (3) technology and its utilization. Indeed, if unlimited resources were available, success would still not be assured. A master plan and a coordinated strategy is necessary if the resources now available are to have their potential impact on improved instruction in the Washington, D. C. schools.

EVALUATION ABSTRACT FOR
THE USE OF NON-TEACHING PROFESSIONALS
(ESEA, TITLE III PROJECT)

The aim of this evaluation was to ascertain the potential of using professionals not trained as teachers to support regular teachers in the classroom. This project grew out of the academic and social needs of students such as those attending Roosevelt High School combined with the presence of a large number of professionals employed in the Washington area and willing to volunteer their services.

This evaluation deals with the second semester of the project operation. During this second semester a total of 1,139 students, 32 teachers, 28 volunteers, 18 course areas, and 42 classes were involved in the project. Data was collected from students, teachers, and volunteers participating in the program through a questionnaire which elicited responses to the administration, organization, execution, and rating of the project. The grades of the project students were examined to yield a crude index of performance. The grades of the eight related classes of non-project students were also analyzed and compared with those of the project students.

The most important aspect of the project would seem to be in terms of student gains of academic achievement. 158 students received their highest grades from a project class. Fourteen of the nineteen subject areas in the experimental group were analyzed for significant differences between them in relation to student performance.

The procedure used was to determine the number of students that received a C or above as opposed to the number that received a C or below in each of the fourteen classes. The results were placed in a 2 x 2 table and a Chi-square test of independence was computed on all combinations of experimental classes taking two at a time. The investigation showed that students enrolled in the experimental classes of Health Education, Government, Economics, English, U. S. History, and Physical Science, were the most academically successful as a group. The experimental students did significantly better on the whole in Health Education, Government, U. S. History, and Economics. They did significantly poorer in Law and Applied Math.

Comparing the grades of students in the experimental classes and those not in the experimental classes revealed a significant difference in Applied Math, English, Chemistry and Physical Science. Students in the non-experimental classes did significantly better in Applied Math and English while students in the experimental classes did significantly better in Chemistry and Physical Science.

In summary, the data suggests that Project 400 influence does reflect itself in the students' academic achievement. It did so significantly in two subject areas, Chemistry and Physical Science, and near significantly in three others, Health Education, Government, and U. S. History.

Non-Teaching Professionals

A seven point Likert-type scale was used to elicit the students, judgment as to how well they thought the teacher and volunteer worked together and whether they thought they were getting more out of the course because of the presence of two teachers instead of one. Out of 686 students responding, 567 (83%) felt the volunteer and teacher were working well together. 493 (71%) felt they were getting more out of the course because of the presence of the volunteer. Among the benefits they felt they received from the experimental courses students listed: 1) able to provide more information because of the volunteer's expertise and professional background, 2) able to give a better understanding of subject matter, and 3) made subject more interesting.

Although only 12 of the 30 project teachers (40%) completed the questionnaire, some information about the success of the project can be deduced from their responses. Some of the project teachers comments were: 1) volunteers answered many of the difficult questions concerning subject matter areas, 2) volunteers provided professional information in subject areas, 3) there seemed a definite improvement in classes because of the presence of the volunteer, 4) there was evidence of increased student interest and/or stimulation caused by the volunteer, and 5) volunteers brought a note or realism to the classroom. Most project teachers indicated that more time should be set aside for planning between the volunteer and the teacher.

Eight out of 28 (64%) of the volunteers completed the questionnaire. Their responses included the following: 1) Project 400 gave them a great deal of satisfaction from working with students, 2) the project was an opportunity to work with young people, 3) project provided a stimulating contact with students and teachers, and 5) volunteers gained insight into teaching in a different environment.

On the whole, the evaluators concluded that Project 400 through its creative and innovative approach of utilizing non-teaching professionals in conjunction with the regular classroom teacher contains the quantity and quality of assets and strengths that warrants priority program treatment.

Evaluation conducted by

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PROGRAM TITLE: A PROPOSAL TO PLAN AN INTER-DISCIPLINARY RESOURCE CENTER
ON THE NEGRO HERITAGE

EVALUATION ABSTRACT FOR A PROPOSAL TO PLAN AN INTER-DISCIPLINARY
RESOURCE CENTER ON THE NEGRO HERITAGE
(ESEA, TITLE III PROJECT)

A planning grant was awarded to the Frederick Douglass Institute of Negro Arts and History to develop a comprehensive inter-disciplinary program of teacher training activities and curricular supplements for the District of Columbia school system, utilizing the resources of the Institute and its associated Museum of African Art and Gallery of Negro History. The evaluation of this project was conducted by the Education Research Project of George Washington University. In preparing the evaluation, the purposes were to:

- 1) Review the methods and procedures of the Frederick Douglass Institute of Negro Arts and History and the Museum of African Art;
- 2) Evaluate the effects of the Institute on District of Columbia school children;
- 3) Review the role of the project coordinator as to teacher training, development of materials and syllabi, and need for permanent services; and
- 4) Make recommendations concerning improvement of procedures and various aspects of the project.

To achieve these goals the staff of the Education Research Project visited the Institute and through interviews became acquainted with the Institute staff and procedures; interviewed students at various levels in the District of Columbia schools who had visited the museum, their teachers, and occasionally the principal of their school, concerning their impressions of and attitudes toward the Institute; attended various meetings, conferences, and demonstrations sponsored by the Institute; attended a conference concerning the operation of the Institute and its relation to the District of Columbia Schools Educational Resource Center.

The information gathered by the evaluation staff may be summarized as follows:

- 1) A total of 6,899 children from public and private schools in the District of Columbia visited the Frederick Douglass Institute of Negro Art and History during the period May 1, 1967 to April 30, 1968.
- 2) Guides of the Institute were well prepared and succeeded in maintaining the interest of the children.
- 3) Interviews with students following their visits indicated that an interest in Negro history and in Africa had been stimulated.
- 4) Teachers reported themselves confused and bewildered by the abundance of materials now generally available about various aspects of Africa and the Negro, and expressed a need for guidance in the form of annotated bibliographies and simplified and packaged materials which are easily obtainable.

5) Teachers indicated a desire for materials about Africa and the Negro which can fit into various aspects of their curriculum.

6) Some teachers, particularly elementary school teachers, felt that they did not have an adequate background on Africa and would like specialists in Africa and Negro history to present material to their students.

From these and other findings the evaluators made the following recommendations:

1) More emphasis should be placed upon teacher institutes and getting information about available materials and references into the hands of classroom teachers.

2) There should be greater cooperation between the Institute Museum and the D. C. Educational Resource Center which would assist the classroom teacher.

3) More emphasis should be given to the inter-disciplinary activities and greater effort should be made to involve key teachers in the various schools in these activities for greater dissemination of the project.

In the light of these findings and recommendations the Negro Heritage project for 1968-69 was directed to move in this direction.

EVALUATION ABSTRACT FOR IN-SERVICE EDUCATION OF STAFF IN GROUP
COUNSELING IN PERSONAL AND FAMILY LIVING

(ESEA, TITLE III PROJECT)

An assessment of the effectiveness of this project was conducted by the Washington School of Psychiatry. The following are conclusions arrived at on different aspects of the training derived from a series of questionnaires sent to the 36 participants of the training group.

On the whole, the training program was carried out according to plan. Lectures by specialists and other methods of instruction were offered during the first semester. The second semester led to practicum training in the participants' schools. It stimulated active involvement by children, parents, and school staff in a wide range of contacts.

The large majority of the participants responded to the program as a positive and important learning experience. This was evidenced by consistently high attendance (80%), participation in discussions and requests for additional meetings. The participants were requested to specify the areas of knowledge in which they felt most improvement had been derived from the training. These areas are ranked as follows:

- New techniques for group counselling (67%)
- Concrete ideas and suggestions for use in the school (50%)
- Factual information in the area of sexual behavior (25%)
- New insights and awareness about problems of family living (25%)
- Increased self-understanding and self-confidence (20%)

Relative to use made by the participants as a result of the training the following responses were given as ranked below:

- Dissemination of factual information (50%)
- Use of new techniques in handling of children or parents (50%)
- Changed their own attitudes and behavior in their work situation (70%)

The participants have listed as their benefits "increased awareness", "self-confidence", and "improved communication" in their work relationship. Other effects reported as resulting from practicum sessions were: enhancing cooperation with parents and school staff, helping children to express their feelings and, occasionally, observed modifications in problem behaviors. The needs for additional guidance was expressed by some.

In some school settings, the practicum meetings provided the occasion for improved cooperation among several separate elements, such as the parent, school administration and the children. Thus the program eventually could have an effect of providing a formal focus in the schools for the identification and handling of specific problem situations.

IN-SERVICE EDUCATION

The evaluators recommended that the content matter of the training program be tailored carefully to specific limited goals. They recommended that the program be continued and that additional funding be sought.

EVALUATION ABSTRACT

FOR

SOUTHWEST SEMINAR AND DEVELOPMENT

(ESEA, TITLE III PROJECT)

The Southwest Seminar and Development Project was initiated in Southwest Washington to provide support for the Tri-School Program. The project has two basic thrusts: first, a number of seminars were started in the hope of increasing community harmony and encouraging and promoting parental involvement in the schools; second, a serious attack was made to upgrade the quality of education within each school. The evaluation conducted by staff of Teachers' College, Columbia University, concerns itself primarily with the impact of the project on the schools.

In testing the effectiveness of the Tri-Schools on the academic achievement of pupils, comparable groups of Tri-School and control children were tested. Samples of three classes each were randomly chosen in grades 1, 3 and 5. The Stanford Achievement Tests were employed for testing because of their intrinsic value as a measuring instrument and the degree to which it agreed with the objectives and content offered in the schools. For control purposes comparable classes in a similar district were selected. In addition, the analysis of covariance was employed to partial out differences in initial reading ability between the two groups of pupils in each grade. The Gates-MacGintie Reading Test administered in June of 1967, was employed as a covariate.

Analysis of the first grade test results indicated that the experimental pupils exceeded their control counterparts in arithmetic. No appreciable differences were found in word reading. Grade 3 pupils were statistically equated for initial reading ability through the use of analysis of covariance. Significant differences in favor of the experimental group were found in science and mathematics. Differences in word meaning were negligible. On the fifth grade level, significant and meaningful differences in favor of the experimental group were found in paragraph meaning and arithmetic application. No significant differences were shown in social studies. Generally, it would seem that the Tri-School Plan is having a positive effect on achievement.

In order to get a measure of social interaction in the classroom, the Ohio Social Acceptance Scale was modified for oral administration and was given to third and fifth grade classes on whom achievement data was available. The results of the Social Acceptance Scale indicated that social relations were quite positive in both third and fifth grade, while the fifth grade scale showed even higher positive feelings.

To measure the attitudes of parents towards the Southwest Seminar and Development project questionnaires were sent to parents of children in the Tri-School. Ninety-four parents, about 50% of those polled, returned the questionnaires. The questionnaires indicated that parents were generally satisfied with their children's progress in school. Of the 94 respondents, 69% rated their children's progress as either good or very good. Most parents seemed to detect an increase in overall progress during the past year. Above 80% responded that their children "like school" this year, and they seemed to indicate that the pupils' feelings about school improved over the previous year. Sixty-two percent of the respondents reported attending parent meetings and 79% reported speaking to teachers to discuss their children's progress.

In depth interviews were conducted with the three principals and with the teachers in the Tri-School Program. From these and from the other evaluative data, the evaluators made the following recommendations:

- 1) steps should be taken to develop better communication and planning of courses of study across the three schools.
- 2) Formal curriculum meetings between the principals of the three schools might be considered in the future;
- 3) Experimentation in rotation of teachers (on a limited basis) among the three schools might be attempted;
- 4) New materials and technology should be introduced slowly on a very limited basis with the view toward allowing controlled research on each device.
- 5) Teachers and supervisors should be involved more in the decision making processes of determining what materials are introduced and how these are to be integrated into the normal courses of study.

EVALUATION ABSTRACT FOR WASHINGTON INTEGRATED SECONDARY EDUCATION
(ESEA, TITLE III AND IMPACT AID PROJECT)

The Department of Education, Howard University, conducted the evaluation of the WISE project for the years 1967-68 and 1968-69. Dr. Irene Hypps served as Evaluation Study Coordinator. The evaluation was conducted through interviews, questionnaires, on site visitations of the schools involved, and study of the reports submitted by the project director.

1967-68 Evaluation

The study of the first year of the WISE project indicated that its goals: "Quality education in an integrated setting," were so broad as to make valid evaluation difficult. The evaluators described the WISE project as a collection of small isolated programs which have resulted wholly or partially from monies made available by Title III funds. The needs of the WISE schools were pointed out as: need for curriculum revision and teacher retraining and the common school problems of equipment shortages, space shortages, and lack of personnel. The WISE project endeavored to some extent to fill these basic needs. Specifically, each affected school received an additional two teachers, four teacher aides and a curriculum coordinator. Increased staff had beneficial results in the schools affected, but it was impossible to discover what aspects of this benefit were directly attributable to the WISE project.

In addition to inservice training, curriculum development and associated contributions of additional staff, the WISE project also serves as the impetus for a variety of activities in the schools which might be cited as special projects. These include:

- 1) an experiment using programmed instructors to teach Spanish at Western High School
- 2) team teaching exercises at all four schools under the direction of George Washington University faculty members
- 3) the non-credit course in urban studies at Western High School - 12 students
- 4) seminar in curriculum development being offered at George Washington University
- 5) Chinese language course - Western High School - 25 students
- 6) typing and communications skills using electric typewriters Gordon Junior High School
- 7) special social studies class for 10 students at Jefferson Junior High School
- 8) effort to define building needs and develop plans for renovation of Western High School
- 9) \$5,000 Washington School of Psychiatry grant to use case studies as part of an inservice training program and afford some consultation on problems of classroom adjustment.

It was the opinion of the evaluators that such widespread attack on the problems of the schools tended to diffuse the effectiveness of the project and produce little that was concrete by way of result. The evaluators believed that the focus of the project should be considerably sharpened focusing perhaps on curriculum redevelopment and inservice training of the staff in the WISE schools.

1968-69 Evaluation

The current evaluation for the WISE project is still in a preliminary form, however, some notice should be given to the findings thus far compiled. The evaluators noted that the previous year's evaluation had recommended that the scope of the project be narrowed. The present evaluation indicates that this has not been done in any meaningful way. The evaluators also note that the title of the project has been changed from Washington Integrated Secondary Education to Washington Innovative Secondary Education, a change which they feel does nothing to strengthen the program as it implies that racial integration was the sole form expected, whereas integration of subject matter remained a continuing project activity.

After reviewing the suggested changes made by the 62 persons interviewed and questionnaires returned from 72 teachers and 562 students that are of such a wide variety and the evaluative comments of staff and consultants, along with evaluation team observations and interview notes, the recommendations to date are for:

1. Continuation of the WISE Project at Western High School and Francis Junior High School in correlating the curriculum, innovative instruction with logically tied-in enrichment activities and strengthening of the language arts (including reading instruction).

Provisos to this recommendations are these:

- a. All program planning must actively and continuously involve a representative segment of all teachers, students and parents
 - b. Community Council members must be given a continuing functional role in guidance and evaluation of the program, and a campaign planned and executed to expand its membership throughout the entire WISE geographic area.
 - c. That all program planning in curriculum and in the instructional subject fields be done in cooperation with the related central departments of the D. C. Public Schools as well as with the sponsoring University
 - d. That the coordinators, with the assistance of the Urban Service Corps, the consortium of universities, business, industry and government develop an extensive tutorial and counseling service for students in the WISE geographic area.
2. That at Jefferson Junior High School some resource be made available for strengthening language arts, particularly speech and reading, and that a workshop be conducted in "Meeting Adolescent Needs and Handling Behaviors" which all faculties and parents in the WISE area may attend.

EVALUATION ABSTRACT
FOR
EDUCATIONAL PARKS PLANNING FORMAT
(ESEA, TITLE III PROJECT)

Most planning projects have a past and a projected future. Phase I of the Educational Park project, to be completed in June 30, 1969, has been a planning function of the Division of Planning, Innovation and Research. It is particularly, but not exclusively aimed at developing a near and long term plan aimed at improving and expanding instructional program offerings, significantly reducing the burden of overcrowding in the D. C. School System, and phasing out and replacing obsolete facilities.

The project report and recommendations, growing out of Phase I, have been reviewed by the Executive Study Group, the Superintendent and the Board of Education. The Superintendent recommended and the Board approved the inclusion of the request for site and planning funds for the first Educational Park in the Six-Year Capital Improvement Program and moved the request for these funds to a high priority in the FY 70 Capital Outlay Budget. This and other requests were reviewed and approved by the Mayor and City Council. School officials are awaiting Congressional action on funding for the next phase.

Phase II funding is sought for site selection and studies; development of program specifications, and preparation of preliminary architectural design.

Phase III is seen as developmental, consisting of construction and equipping of the facility and inservice training of school personnel.

Phase IV is the operational stage, beginning with opening of school doors for educational and community uses.

EVALUATION ABSTRACT FOR
THE KENILWORTH NEIGHBORHOOD SUMMER PROGRAM
(ESEA, TITLE III PROJECT)

The purpose of this study was to evaluate the activity and results of the Kenilworth Neighborhood Summer Program. The evaluation was conducted by the Education Research Project of George Washington University. This eight-week program was designed to educationally enrich approximately 200 4th-grade children of the community by careful diagnosis of the problems of each child and the creation of an environment in which each could best grow and learn. The effectiveness of the program was to be increased by attempting to achieve total family and community involvement, and by immersing the children in communication, problem solving, and social environment.

Information about the program was obtained by means of direct observation by the evaluator and his assistant, analysis of various questionnaires and forms filled out by the teachers, aides, and director, and results of tests given to the children by the teachers and clinicians. Among the tests administered during the course of the summer were: 1) a test to measure instructional reading level using the Basal Readers and testing materials, 2) spelling tests, 3) Peabody Picture Vocabulary Test, 4) Illinois Test of Psycholinguistic Abilities, 5) audiometric tests, and 6) vision tests.

Some of the findings of the evaluators relative to the Kenilworth Neighborhood Summer Program are:

1. The children in the program benefited from it, and stated that they liked it better than their regular school experience.
2. The children appeared to improve in their ability and willingness to express themselves.
3. The children appeared to improve in their ability and desire to help themselves and others in the correction of their speech problems.
4. The staff was enthusiastic and most of them expressed a willingness and desire to work in a similar program next summer.
5. Extensive testing of sight and hearing was done on the 200 children who attended the program, and many of them received remedial treatments. The vision tests showed that 51% had only fair eyesight, and 34% had poor eyesight. The hearing tests showed that 40.5% had only fair hearing and 27.5% had poor hearing.
6. Children were given a physical examination and the results reported to parents. An offer was made to help parents obtain necessary medical care for their children where help was needed.
7. Results of the Peabody Picture Vocabulary Test administered to a random sample of the children in the program showed results below the national norms. This is consistent with the generally depressed reading scores.

8. Testing by means of the Illinois Test of Psycholinguistic Abilities showed that these children have the abilities needed to learn, can learn, and will learn if the appropriate kinds of instructional programs are mounted.
9. The speech and language development clinic succeeded in its objectives of developing the children's speech and language skills. Although no hard data are available to substantiate these improvements, the classroom teachers noted considerable change in many of their students.
10. The pre-session for staff training was indispensable for orientation as none of the staff had worked together before, and many had been appointed at the last minute.
11. Reading level tests, administered by the teachers, showed that over 63% scored below their proper grade level for the preceding school year.
12. Spelling level tests showed that 86% of the students scored below their grade level in spelling.
13. Estimates of the performance of the staff in regard to the five major objectives of the program, in the opinion of the teachers and the teacher-aides, improved during the program, with peaks in the evaluation corresponding to specific events.
14. The plan for the program was to limit the teacher (plus aide): student ratio to 1 : 15. Most teams had more than this. With an average enrollment after the second week of approximately 200, the average class size was 18.2.
15. Many children needed instruction in grooming, personal hygiene, and cleanliness.
16. Community involvement, after the original planning, did not materialize. There was no evidence of community concern or participation as outlined in the preliminary documents to the project.

PROGRAM TITLE: TIME, SPACE, AND MATTER
EARTH SCIENCE CURRICULUM

EVALUATION GUIDE

Time, Space and Matter

- A. Passow recommendation
- B. Initial satisfactory evaluation by supervisory staff during a program of familiarization conducted by the creators of the program or their trained representatives.
 - 1. Comparison with AAAS recommendations as to process skills developed..
 - (a) Classifying
 - (b) Observing
 - (c) Using numbers
 - (d) Measuring
 - (e) Using space-time relationships
 - (f) Communicating
 - (g) Predicting
 - (h) Inferring
 - (i) Defining operationally
 - (j) Formulating hypotheses
 - (k) Interpreting data
 - (l) Experimenting
 - (m) Controlling variables
 - 2. Relevant content as disclosed in personal presentations and written material.
 - 3. Method of establishment
 - 4. Potential for NSF support
 - 5. Availability of printed material, equipment and supplies designed specifically for the program.
- C. Satisfactory teacher-pupil interviews as to content relevancy and interest levels especially during pilot program-interest inventories.
- D. Consultant-teacher-pupil devised measuring instruments as to process skills and content.
- F. Acceptability to NSF to use federal funds (NDEA, NPDA, etc.) for teacher training (technique reorientation and content redesign) and city-wide implementation.

EVALUATION GUIDE

Earth Science Curriculum

- A. Passow recommendation
- B. Initial satisfactory evaluation by supervisory staff during a program of familiarization conducted by the creator of the program or their trained representatives.
 - 1. Comparison with AAAS recommendations as to process skills developed.
 - (a) Classifying
 - (b) Observing
 - (c) Using numbers
 - (d) Measuring
 - (e) Using space-time relationships
 - (f) Communicating
 - (g) Predicting
 - (h) Inferring
 - (i) Defining operationally
 - (j) Formulating hypotheses
 - (k) Interpreting data
 - (l) Controlling variables
 - (m) Experimenting
 - 2. Relevant content as disclosed in personal presentations and written material.
 - 3. Method of establishment.
 - 4. Potential for NSF support.
 - 5. Availability of printed material, equipment and supplies designed specifically for the program.
- C. Satisfactory teacher-pupil interviews as to content relevancy and interest levels especially levels especially during pilot program-interest inventories.
- D. Consultant-teacher-pupil devised measuring instruments as to process skills and content.
- E. Standardized testing-whenever available and valid.
- F. Acceptability to NSF to use federal funds (NDEA, NPDA, etc.) for teacher training (technique reorientation and content redesign) and city-wide implementation.

PROGRAM TITLE: BIOLOGY SCIENCE CURRICULUM STUDY PROJECT
SCIENCE TECHNOLOGY PROJECT
PHYSICAL **SCIENCE** - A LABORATORY APPROACH

EVALUATION GUIDE

Biology Science Curriculum Study Project

- A. Passow recommendation
- B. Initial satisfactory evaluation by supervisory staff during a program or their trained representatives.
 - 1. Comparison with AAAS recommendations as to process skills developed.
 - (a) Classifying
 - (b) Observing
 - (c) Using numbers
 - (d) Measuring
 - (e) Using space-time relationship
 - (f) Communicating
 - (g) Producting
 - (h) Inferring
 - (i) Defining operationally
 - (j) Formulating hypotheses
 - (k) Interpreting data
 - (l) Controlling variables
 - (m) Experimenting
 - 2. Relevant content as disclosed in personal presentations and written material.
 - 3. Method of establishment
 - 4. Potential for NSF support.
 - 5. Availability of printed material, equipment and supplies designed specifically for the program.
- C. Satisfactory teacher-pupil interviews as to content relevancy and interest levels especially during pilot program-interest inventories.
- D. Consultant-teacher-pupil devised measuring instruments as to process skills and content.
- E. Standardized testing-whenever available and valid.
- F. Acceptability to NSF to use federal funds (NDEA, NPDA, etc.) for teacher training (technique reorientation and content redesign) and city-wide implementation.
- G. Acceptability by colleges on a high school transcript.

EVALUATION GUIDE

Science Technology Project

- B. Initial satisfactory evaluation by supervisory staff during a program of familiarization conducted by the creators of the program or their trained representatives.
1. Comparison with AAAS recommendations as to process skills developed.
 - (a) Classifying
 - (b) Observing
 - (c) Using numbers
 - (d) Measuring
 - (e) Using space-time relationships
 - (f) Communicating
 - (g) Predicting
 - (h) Inferring
 - (i) Defining operationally
 - (j) Formulating hypotheses
 - (k) Interpreting data
 - (l) Controlling variables
 - (m) Experimenting
 2. Relevant content as disclosed in personal presentations and written material.
 3. Method of establishment
 4. Potential for NSF support.
 5. Availability of printed material, equipment and supplies designed specifically for the program.
- C. Satisfactory teacher-pupil interviews as to content relevancy and interest levels especially during pilot program-interest inventories.

EVALUATION GUIDE

Physical Science --A Laboratory Approach

- A. Passow recommendation
- B. Initial satisfactory evaluation by supervisory staff during a program or their trained representatives.
 - 1. Comparison with AAAS recommendations as to process skills developed.

(a) Classifying	(g) Producing
(b) Observing	(h) Inferring
(c) Using space-time	(i) Defining operationally
(d) Measuring	(j) Formulating hypotheses
(e) Using space-time relationship	(k) Interpreting data
(f) Communicating	(l) Controlling variables
	(m) Experimenting
 - 2. Relevant content as disclosed in personal presentations and written material.
 - 3. Method of establishment
 - 4. Potential for NSF support.
 - 5. Availability of printed material, equipment and supplies designed specifically for the program.
- C. Satisfactory teacher-pupil interviews as to content relevancy and interest levels especially during pilot program-interest inventories.

CHART A

ATTACHMENTS FOR: EVALUATION OF BUSINESS AND DISTRIBUTIVE
EDUCATION PROGRAMS - 1967-68

PROGRAM TITLES:	PAGE NO.
Distributive Education Chart	16
Clerical Secretarial Office Practice	18
School Store Program	18
Office Machines	
Vocational Rehabilitation (Business Lab.)	18
Office Machines	18
Job Conditioning	21
Co-Op Office Education	21
Consumer Education	27
Consumer Economics	27
Catering for Gainful Employment	27

EVALUATION AND/OR DESCRIPTION

ANNUAL DESCRIPTIVE REPORT OF PROGRAM ACTIVITIES
FOR VOCATIONAL EDUCATION

District of Columbia

For Fiscal Year Ended June 30, 1968

BUSINESS AND OFFICE EDUCATION

For the purposes of this report, only Federally reimbursed programs are included. The services of the Supervising Director, Lucille N. Polk, have been used to coordinate reimbursed programs in the vocational high schools as well as reimbursable and non-reimbursable programs in the senior high schools. The administrative organization of the Public Schools of the District of Columbia prevents reporting reimbursable and non-reimbursable programs. Therefore, this report applies only to the reimbursed programs at Burdick, Chamberlain, Phelps, M. M. Washington Vocational High Schools and the Armstrong Adult Education Center.

PROGRAM DEVELOPS AND ACCOMPLISHMENTS

A. Relate the impact of the vocational and technical education program on the manpower and employment needs and opportunities in the District of Columbia with emphasis on employment opportunities.

1. An analysis of occupations opened to metropolitan high school students in the 1968 Job Opportunity Days, sponsored by the Metropolitan Washington Board of Trade, reveals that of 162 job titles, 61% are classified as OFFICE OCCUPATIONS --

- 14.01 00 Accounting and Computing
- 14.02 00 Business Data Processing
- 14.03 00 Filing, Office Machines and General Office Clerical
- 14.04 00 Information Communication
- 14.07 00 Stenographic, Secretarial and Related
- 14.10 00 Miscellaneous Office

The thirty (30) participating companies list more than 3000 vacancies yearly in office occupations.

2. Significant to the above analysis is the current enrollment in reimbursed programs. The vocational programs in the five existing schools should be officially extended and reimbursed into other schools.
3. The high percentage (98% average) of successful training and placement of pupils enrolled in office occupations in the vocational schools evidences the fact that similar programs in other schools well structured and supported, would serve the community better in meeting its employment needs.

- B. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for high school students.
1. A typewriting classroom at Phelps Vocational High School was equipped with machines and furniture.
 2. The typewriting program at Phelps was offered to support instruction of enrollees in several trades who might enter the field of miscellaneous office occupations after graduating and to enrollees who need the basic typewriting skill as a requirement for apprenticeship eligibility in the printing and graphic arts.
- C. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for post-high school students, including graduates and drop-outs.
1. Enrollments in the Armstrong Adult Education Center in Office Occupations justified employing two additional teachers. A large percentage of the enrollees are former drop-outs working toward high school diplomas.
- D. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for persons who had already entered the labor market.
1. The Armstrong Adult Education Center permits students to attend on a part-time or full-time basis any classes which meet their occupational needs.
- E. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for persons in special needs.
1. A formal program for persons with special needs is not organized; but purposes are an integral part of all programs.
 2. The Armstrong Adult Education Center Extended the use of its EDP (Electronic Data Processing) equipment and staff to twenty pupils from Cardozo High School during the second semester 1967-1968. Thirty-four students participated in a pilot program in Key Punch Training during the first semester at Cardozo High School in a new laboratory equipped with IDM Selectric Typewriters, 029 Key Punch Machines, 059 Verifier and 82 Sorter. Twenty students who wanted advanced training in Business Data Processing (Code 14.02 00) were permitted to enroll for advanced vocational training at the Armstrong Adult Center the second semester. This Cooperative

effort of pooling educational resources is in keeping with suggestions in the Passow Study.

F. Describe the District's activities in strengthening programs of:

1. Teacher Training (in-service)

- a. The State plan does not provide for support of Teacher-Education services in local colleges.
- b. However, in-service education is conducted regularly by the Department through orientation meetings, city-wide department meetings, special subject area conferences, workshops, and institutes with prominent speakers, consultants, publishers, business machines representatives, and so forth.

2. Vocational Guidance

See item 3 below

3. Curriculum Development

The Overview of the Curriculum for the Department of Business and Distributive Education completed last school year was presented in a series of meetings with the administrative staff, counselors, business and distributive education teachers at a comprehensive high school and each vocational high school. At each school the discussion included an overview of the business and office education program, recommendations for the improvement of instruction of the OE program, recommendations for improvement of instruction in OE, and suggestions from the school staff. These meetings were well received and did much to expand the Business and Office Education program.

4. Leadership Training

The Supervising Director, Lucille N. Polk, participated in the following leadership training workshops and conferences:

- a. Regional Clinic for State Supervisors, Charlottesville, Virginia, February 1968.
- b. National Clinic for State Supervisors, Atlanta, Georgia, May 1968.

G. Report activities or accomplishments regarding cooperation with other agencies.

- 1. This office has served as a liaison for making referrals for job opportunities in the community.
- 2. Answered numerous inquiries and questionnaires from teachers,

University Professors, State Departments of Education, and others.

H. List and briefly describe the following:

a. Outstanding feature of the District program:

The organization of reimbursable programs in the several high schools was the outstanding feature for 1967-1968.

b. Major strengths of the District Program:

Perhaps the greatest single strength of the Business and Office Education program is evidence of growing community acceptance of graduates for placement in jobs. Vocational schools reported an average of 96% of its graduates employed in occupations for which they prepared.

c. Unmet needs and problems in the District Program:

- (1) Classroom space continues as a major need. The newer concepts of classroom organization into laboratory and model office programs cannot be adequately initiated into the crowded facilities.
- (2) Another major need is modernization of lighting, flooring, and telephone communication.

ANNUAL DESCRIPTIVE REPORT OF PROGRAM ACTIVITIES
FOR VOCATIONAL EDUCATION

District of Columbia

For Fiscal Year Ended June 30, 1967

DISTRIBUTIVE EDUCATION

Program Objectives and Developments

SECTION I - PROGRAM OBJECTIVES AND DEVELOPMENTS

For the purposes of this report, only those programs which are Federally reimbursed are included. The services of the Assistant Director have been used to coordinate reimbursed programs in the vocational high schools as well as reimbursable and non-reimbursable programs in the senior high schools. The administrative organization of the Public Schools of the District of Columbia prevents reporting reimbursable and non-reimbursable programs. Therefore, this report applies only to the five reimbursed programs and to the adult education programs.

- A. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for high school students.
1. Distributive Education Classrooms at Cardozo High School and Chamberlain Vocational High School were equipped according to approved room standards.
 2. The reimbursed DE programs were expanded from four programs to five programs. The new program offered a preparatory program at Phelps Vocational High School for enrollees in several trades and industries including:

Auto Mechanics
Brick Laying and Trowel Trades
Cabinet Making and Carpentry
Drafting--machine design and architectural
Electricity
Electronics
Landscaping
Machine Shop
Printing

The training offered supporting instruction to pupils enrolled in the trades who may enter the marketing field after graduation. Difficulties encountered in scheduling resulted in insufficient time for training in distribution. This program will be reorganized beginning with the school year 1967-68 to conform to the State Plan.

- B. To what extent were program objectives achieved for the past year in expanding and improving vocational/technical education for post-high school students, including graduates and drop-outs.
1. No provision is made in the DE program for formal post-high school training. However, high school graduates may enter the regular adult program and earn certificates in specialized areas.
 2. An annual follow-up study is made of DE graduates. This study shows that a majority of the students are following their career objectives and are currently employed in distributive occupations.
- C. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for persons who had already entered the labor market.
1. Programs offered for persons who had already entered the labor market were developed with the assistance and cooperation of the following sponsoring organizations.

Small Business Administration
Restaurant Association of Metropolitan Washington
The Washington Real Estate Brokers Association
The Life Underwriters Association of Washington, D. C.

2. The following programs were offered during 1966-67.

<u>Courses</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Host-Hostess-Cashier Training	21	279	300
Retail Salesmanship	20	3	23
Recordkeeping for the Small Businessman	58	23	81
Direct Selling	20	6	26
Business Law for the Small Businessman	36	14	50
Training and Supervising Employees	29	2	31
Starting a Small Business	101	10	111
Human Relations and Customer Relations	24	7	31
Small Business Management	75	17	92
Life Insurance Marketing	38	16	54
Real Estate Institute	34	21	55
Real Estate Training	15	14	29
Totals	471	412	883

D. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for persons with special needs.

1. A formal program for persons with special needs is not included in the DE program. However, each enrollee is given help, when needed, in such areas as mathematics of distribution, communication in distribution, and personality and human relations.

E. Describe the State's activities in strengthening programs of: (a) Teacher training; (b) Vocational guidance programs and services; (c) Curriculum development; (d) Research; leadership training; experimental, developmental, and pilot programs; (e) Evaluation of programs and activities.

1. Inservice Teacher Training

- a. Orientation Practicum for New Teachers, August 30, 31 and September 1, 1966.

This Practicum was conducted to acquaint all new teachers, including DE Coordinators, with the organization and administration of the Public Schools of the District of Columbia. Special sessions were held with the Supervising Director to acquaint the new teachers with the Department of Business and Distributive Education.

- b. DE Coordinators took advantage of courses in Distributive Education offered at the University of Maryland.
- c. Departmental Meetings - Secondary School DE Coordinators attended city-wide meetings called by the Supervising Director, October 20, 1966, February 16 and May 18, 1967.

2. Vocational Guidance Programs and Services

The Department completed the publication of a guidance brochure to help students in the selection of distributive education as a major.

3. Curriculum Development

An Overview of the Curriculum for the Department of Business and Distributive Education was completed. The Overview includes a section on the distributive education program.

4. Leadership Training

The Assistant Director participated in the following leadership training workshops and conferences:

- a. National Clinic in Distributive Education, Chicago, Illinois, January 30 - February 3, 1967
- b. Office of Education Regional Conference, February 7 - 10, 1967, Roanoke, Virginia
- c. Seminar--Pilot Programs, Armstrong High School, February 16, 1967
- d. Seminar--Project Method in Distributive Education, Michigan State University, May 7 - 12, 1967
- e. Seminar on Youth Organization (Distributive Education Clubs of America, etc.), University of Kentucky, June 12 - 16, 1967

Students participated in the following leadership conferences as affiliates of DC-DECA:

- a. North Atlantic Regional Conference, Philadelphia, November 4 and 5, 1966 - 6 participants
- b. State Leadership Conference, Gramercy Inn, March 6 - 9, 1967 - 175 participants
- c. National Leadership Conference, Chicago, Illinois, April 27 - 29, 1967 - 9 participants

- F. Report activities or accomplishments regarding cooperation with other agencies, such as: welfare, employment service, etc. Include activities in relation to agreement between the State Board for Vocational Education and the State Employment Office.

This office has served as a liaison for making referrals for job opportunities in the community.

1. Board of Trade--Job Opportunity Days

Designed to bring the prospective employers and potential employees into direct contact under conditions suitable to both groups. Job Opportunity Days provided job consultation and interviews for the June 1966 high school graduates, and provided an opportunity for DE Coordinators to make contacts with employers interested in on-the-job training for enrollees in our DE program.

2. Colleges, Universities, and State Departments

Answered numerous inquiries and questionnaires from teachers, University Professors, State Departments of Education, and others.

G. List and briefly describe the following: (a) Outstanding features of the State program; (b) Major strengths of the State program; (c) Major weaknesses of the State program.

1. Outstanding Features

Expansion of the reimbursed programs to a total of five and the organization of reimbursable programs in the senior high schools.

2. Major Strengths of the State Program

Perhaps the greatest single strength of the DE program is evidence of a growing community awareness of the values of Distributive Education.

3. Major Weaknesses of the State Program

a. DE programs in the senior high schools are not included in our report to the Office of Education.

b. The DE program does not hold the same departmental status as other similar departments, i.e., Trades and Industries, Home Economics, Science, Mathematics, etc.

H. Describe Vocational Youth Organizational Activities as they relate to the program of Vocational Education.

1. DC-DECA Leadership Conference

There are six active chapters of the Distributive Education Clubs of America in the District of Columbia. Burdick Vocational High School received its charter at the local leadership conference. Through DECA, young people have become more aware of the opportunities in distributive occupations. The Second Annual DECA Leadership Conference was held March 6 - 9, 1967.

2. Contacts with Business

The DC-DECA Leadership Conference provided an opportunity for DE students to make direct contacts with employers in the DE occupations.

The Sears-Roebuck Foundation Served as host company for the awards banquet at the leadership conference. Five additional firms made special financial contributions. They are:

The Sperry and Hutchinson Company
Woodward and Lothrop
S. Kann's and Sons Company
Safeway Stores, Inc.
Montgomery Ward and Company

I. Describe Advisory Committee Activities as they affect the Vocational Education program.

The following advisory committee members were active in planning the adult education program, recruiting enrollees, and improving the program:

1. Administrative Management Courses and related courses

Ivan J. Kovach
Ann Blackburn
Ross D. Davis
T. B. Lee

2. Host-Hostess-Cashier Training Program

James Mathews
John S. Cockrell
Mary Dean

3. Real Estate Training Institute

Anne W. Toliver
Thomas J. Glenn
Arnett G. Lindsay

4. Life Insurance Marketing

Solomon T. Miles
Edmond Tucker
J. S. Stanback
A. L. Holland
Robert Lightfoot
E. R. Williams
Harry Carter
C. D. Mooty

**ANNUAL DESCRIPTIVE REPORT OF PROGRAM ACTIVITIES
FOR VOCATIONAL EDUCATION**

District of Columbia

For Fiscal Year Ended June 30, 1968

DISTRIBUTIVE EDUCATION

For the purposes of this report, only Federally reimbursed programs are included. The services of the Assistant Director, Edgar S. Burke, have been used to coordinate reimbursed programs in the vocational high schools as well as reimbursable and non-reimbursable programs in the senior high schools. The administrative organization of the Public Schools of the District of Columbia prevents reporting reimbursable and non-reimbursable programs. Therefore, this report applies only to the five reimbursed programs and to the adult education programs.

PROGRAM DEVELOPMENTS AND ACCOMPLISHMENTS

- A. Relate the impact of the vocational and technical education program on the manpower and employment needs and opportunities in the District of Columbia with emphasis on employment opportunities.**
1. An analysis of occupations opened to metropolitan high school students in the 1968 Job Opportunity Days, sponsored by the Metropolitan Washington Board of Trade, reveals that of approximately 162 job titles, 32% are classified as distributive occupations with high percentages in retailing (retail department stores), food distribution (super markets), and general merchandise (drug stores, etc.). The opportunities cover more than 1100 vacancies in distributive occupations.
 2. Significant to the above analysis is the current enrollment in reimbursed programs. For the school year 1967-68, we have five programs with a total enrollment of 150 pupils in grades 10 through 12. It is evident that there is a need to prepare more students for distributive occupations than we are currently training.
- B. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for high school students.**
1. The distributive education classroom at Phelps Vocational High School was equipped according to approved room standards.

2. The DE program at Phelps was reorganized at the beginning of the 1967-68 school year to conform with the State Plan. At its inception in 1966 the program offered supporting instruction to enrollees in several trades who might enter the marketing field after graduation. The instruction is now organized for pupils with career objectives in distributive occupations (super market occupations and related jobs).

C. To what extent were program objectives achieved for the past year in expanding and improving vocational/technical education for post-high school students, including graduates and drop-outs.

1. No provision is made in the DE program for formal post-high school training. However, high school graduates may enter the regular adult program and earn certificates in specialized areas.
2. An annual follow-up study is made of DE graduates. This study shows that a majority of the students are following their career objectives and are currently employed in distributive occupations.

D. To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for persons who had already entered the labor market.

1. Programs offered for persons who had already entered the labor market were developed with the assistance and cooperation of the following sponsoring organizations.

Giant Food Stores, Inc.
Metropolitan Washington Board of Trade (Retail Bureau)
Restaurant Association of Metropolitan Washington
Small Business Administration
Small Business Guidance and Development Center,
Department of Business Administration, Howard University

2. The following programs were offered during 1967-68.

<u>Courses</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Food Distribution			
Supermarket Training	10	12	22
Food Services			
Host-Hostess-Cashier Training	35	265	300
General Merchandise			
Preparation for Part-time and Summer Jobs in DE	12	3	15

<u>Courses</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Management			
Government and Community Services	22	17	39
How to Start and Manage a Small Business	31	10	41
Basic Training in Advertising	6	21	27
Basic Training in Recordkeeping	8	22	30
Basic Training in Office Management	5	18	23
Income Tax Clinic	12	4	16
Real Estate Institute	24	18	42
Retailing			
Training for Christmas Employment	14	59	73
Basic Training in Retail Selling	9	20	29
Basic Training in Merchandising	4	19	23
T O T A L S	<u>192</u>	<u>488</u>	<u>680</u>

- S.** To what extent were program objectives achieved for the past year in expanding and improving vocational and technical education for persons with special needs.
1. A formal program for persons with special needs is not included in the DE program. However, each enrollee is given help, when needed, in such areas as mathematics of distribution, communication in distribution, and personality and human relations.
 2. The Adult Program in Distributive Education offered an evening course in Preparation for Part-time and Summer Jobs in Distributive Occupations which proved of help to students with special needs to prepare for work during the summer months.
- P.** Describe the District's activities in strengthening programs of:
1. Teacher training (in-service)
 - a. Orientation Practicum for New Teachers, August 29, 30, and 31, and September 1, 1967

This Practicum was conducted to acquaint all new teachers, including DE Coordinators, with the organization and administration of the Public Schools of the District of Columbia. Special sessions were held with the Supervising Director to acquaint the new teachers with the Department of Business and Distributive Education.
 - b. The following in-service course was offered at the District of Columbia Teachers College, September 18, 1968 - January 26, 1969, Edgar S. Burke, Instructor, to increase the

competence of teachers already in the classroom or of the person who is returning to teaching after being out for a number of years. In addition, the course offered an opportunity to improve in the teaching of DE subject matter and to introduce the use of newer methods and the reasons for their use.

The Cooperative and Project Methods in Distributive Education.
The objectives of this course were as follows:

- (1) To present a philosophy which will serve as a guide in placing the instructional phase of the cooperative program in proper perspective, based on the concept of distributive education as a program of vocational instruction for those who have entered or preparing to enter distributive occupations;
- (2) To introduce the project plan as a method of teaching to assure application to employment requirements through job-oriented individual activities and some occupational experience;
- (3) To build an understanding of the nature of operation of project training and provide competencies in the development of projects and participating experience.

c. **Departmental Meetings** - secondary school DE Coordinators attended city-wide meetings called by the Supervising Director:

September 21	All DE Teachers and DECA Advisors
October 19	All Business and DE Teachers
February 15	All Senior and Vocational High School Teachers
May 16	All Business and DE Teachers

2. Vocational guidance programs and services

The Department expanded its publication of guidance brochures and leaflets designed to help students in the selection of distributive education as a major. (Copies attached)

3. Curriculum development

The Overview of the Curriculum for the Department of Business and Distributive Education completed last school year was presented in a series of meetings with the administrative staff, counselors, business and distributive education teachers at each comprehensive high school and each vocational high school. At each school the

discussion included an overview of the DE program, recommendations for the improvement of instruction in DE, and suggestions from the school staff. These meetings were well received and did much to expand the DE program.

4. Leadership training

The Assistant Director, Edgar S. Burke, participated in the following leadership training workshops and conferences:

- a. Guidance Workshop, C & P Telephone Company
Washington, D. C., July 17 - 28, 1967
- b. National DECA Awards Committee
Washington, D. C., October 3 - 10, 1967
- c. Super Market Institute, Supermarket Checker Education
Kalamazoo, Michigan, October 26 - 27, 1967
Appointed to the National Advisory Board for Supermarket
Checker Education
- d. North Atlantic Regional DECA Conference
Atlantic City, November 3 - 5, 1967
- e. Adult Education Conference
Airlie House, Warrington, Virginia, November 11-14, 1967
- f. AVA Convention
Cleveland, Ohio, December 4 - 8, 1967
- g. DE Regional Conference
Charlottesville, Virginia, March 5 - 6, 1968
- h. Institute Day, Model Urban School System
April 22, 1968
- i. Super Market Institute Convention
Cleveland, Ohio, May 20-21, 1968

C. Report activities or accomplishments regarding cooperation with other agencies.

1. This office has served as a liaison for making referrals for job opportunities in the community.
2. Answered numerous inquiries and questionnaires from teachers, University Professors, State Departments of Education, and others.

3. The Assistant Director, Edgar S. Burke, has been appointed to the National Advisory Board for Supermarket Checker Education. This program is sponsored by the Super Market Institute, the National Cash Register Company, and Distributive Education.
4. The adult program in DE is organized in cooperation with the following community agencies:

Giant Food Stores, Inc.
Metropolitan Washington Board of Trade (Retail Bureau)
Restaurant Association of Metropolitan Washington
Small Business Administration
Small Business Guidance and Development Center,
Department of Business Administration, Howard University

H. List and briefly describe the following:

a. Outstanding feature of the District program

The organization of reimbursable programs in the senior high schools was the outstanding feature of the DE program for the 1967-68 school year. All of these programs are being developed in accordance with the State Plan. Successful programs were operating at Ballou, Coolidge, Dunbar, Eastern, McKinley, and Roosevelt. Other programs at Anacostia, Spingarn, and Western were hampered by lack of qualified teachers and limited student interest. The total enrollment for these programs as of December 1967 was 548 pupils with 83 seniors on cooperative on-the-job training. The expansion of these programs during the 1968-69 school year will, no doubt, continue and will lay the foundation for a bona-fide DE program for the comprehensive high schools.

b. Major strengths of the District program

Perhaps the greatest single strength of the DE program is evidence of a growing community awareness of the values of Distributive Education.

c. Unmet needs and problems in the District program

- (1) Unification of the DE program in the senior high schools with the DE program in the vocational high school. There is an urgent need to bring all DE programs under the supervision of vocational education.
- (2) There is also an urgent need to give distributive education the same status as other departments, i.e., Trades and Industries, Home Economics, Science, Mathematics, etc.

I. Describe Vocational Youth Organizational Activities (DECA) as they relate to the program of Vocational Education.

- 1. DE students participated in the following leadership conferences as affiliates of DC-DECA:**
 - a. North Atlantic Regional Conference, Atlantic City, New Jersey, November 3 - 4, 1967**
 - b. Third Annual Leadership Conference, Sheraton-Park Hotel, March 5 - 8, 1968**
 - c. National Leadership Conference, Houston, Texas May 2 - 4, 1968**
- 2. DC-DECA (District of Columbia Association of the Distributive Education Clubs of America, Inc.)**

There are nine active chapters of the Distributive Education Clubs of America in the Public Schools of the District of Columbia. At the Third Annual Leadership Conference, on March 8, 1968, the following schools received charters:

Chamberlain Vocational High School
Phelps Vocational High School
Roosevelt High School

- 3. DC-DECA will host the sixth annual North Atlantic Regional Conference of DECA on November 1 - 2, 1968, at the Sheraton-Park Hotel.**

J. Additional Significant Information and Materials

- 1. Attachment 1 - Guidance brochures and leaflets designed to acquaint students with distributive education**
- 2. Attachment 2 - Program of the Third Annual DC-DECA Leadership Conference**

DRAFT

CONFIDENTIAL

ORGANIZATION
OF THE
DIVISION OF INSTRUCTION

Norman W. Nickens
Deputy Superintendent of Instruction
District of Columbia Public Schools
Washington, D. C.
October 21, 1968

CONTENTS

I. RATIONALE

A. Introduction

B. Guidelines

II. ORGANIZATION

A. Functions

B. Departments

III. IMPLEMENTATION

ORGANIZATION OF THE DIVISION OF INSTRUCTION

I. RATIONALE

A. Introduction:

1/

Among the many services of the Passow Report was its focus on the disorganized character of the instructional program as a key factor in the failing performance of the schools. One of my main concerns, since becoming Deputy Superintendent of Instruction, has been to reappraise the many facets and components of the instructional program in an effort to determine those changes which must be made.

The Division, as it was defined by the Superintendent in the summer of 1968, comprises many departments, offices, and bureaus which have grown by accretion, are not clearly related, overlap and duplicate, and occasionally interfere with each other's functions. It is difficult to state accurately how many people are employed within the Division. It is essential that we break up this compartmentalized, bureaucratic system and develop a more open, flexible and dynamic structure.

The purpose of this report is to record my thinking on the organization of the Division of Instruction, to discuss the plans I have formulated about how these functions may best be performed, and to project a general timetable for the implementation of these plans. These views

1/

Passow, A. Harry - Toward Creating a Model Urban School System, A Study of the Washington, D. C. Public Schools, Teachers College, Columbia University, New York, 1967.

and plans are primarily the product of the findings and recommendations of the Passow Study and the Executive Study Group, of my own experience as head of the Model School Division and of studies of the problems of change within large organizations.

I wish to state, at the outset, the conviction that there is no single universally applicable blueprint for organizational change in an urban school system. Many of the changes I propose to initiate are new to the District of Columbia Public Schools as a whole, but they are not untried. Their elements are products of the considerable innovation which has taken place within limited areas in the schools of the District of Columbia and in other urban school systems in recent years. These changes represent, in my view, the best available solutions which now can be devised for the problems which the Division of Instruction confronts.

B. Guidelines:

The general goal of the Division of Instruction is to improve the quality of instruction in all the public schools of the District of Columbia so that each student's abilities may be encouraged and his performance may increasingly reflect his maximum potential. While all the offices of the school system serve this general goal, leadership in mounting a program of improvement must fall to the Division of Instruction.

In my judgment, improvement in instruction requires the performance of three major tasks which are interrelated: the development of curriculum, the development of the teaching staff, and the establishment

of an administrative structure to support them. Before discussing these tasks, I wish to set out six guidelines which have guided me in making decisions about how to improve instruction.

1. The primary relationship in instruction is the relationship of pupil and teacher.

All measures employed to improve instruction must strengthen this relationship. Warm, enduring, and stimulating relationships with teachers are essential for educational growth. It is the responsibility of the school system to promote and support their development in every way.

2. In order to improve instruction, it is necessary to develop the professional role of the teacher in a way which radically expands the horizon of what a teacher can be.

It is a truism to state that until the classroom is made one of the most desirable and rewarding of positions within the school system, and is regarded with respect and as contributing status, teaching will not measurably improve. The teacher is not at present considered an idea creator, a leader, or an initiator of action. Mostly, teachers are low men on the totem pole; their job in the view of the system is least desirable, and it is considered advancement when one leaves the classroom and enters administration.

The teacher must come to see his role as interpreter, as learner, as facilitator, involving not only a dialogue with the past, but with the community and world of the present.

The teacher must be in a climate with a continually expanding concept of learning and teaching, one where inquiry and problem solving are part of the daily operation as well as the theoretical construct of the classroom. If the teacher is to exercise a truly professional role, then the system must provide concomitant freedom which gives personal options in what is taught, when, and how.

3. The curriculum must be broadly conceived and relevant to today's world.

The curriculum must meet the needs of the people of Washington-- students, parents, teachers, and citizens. It must take into account contemporary events, even in those areas (notably the humanities and the social sciences) which are customarily retrospective, and teaching strategies must be flexible enough to permit consideration of matters of concern to students at the time the concern is felt. The body of knowledge transmitted by the curriculum cannot be compartmentalized but must be explicitly integrated and presented existentially. The curriculum must provide for the development of specific vocational skills as well as generalized learning skills, and the cultivation of positive attitudes toward work and employment must be an explicit concern of the entire instructional program and the accompanying counselling services.

4. Participation in discussion and decision-making about instruction must be widespread.

In a large school system today, it is no longer possible that courses of study can be composed by a small group acting for the entire system and be distributed by a central office to all schools in an attempt to maintain identical teaching practices everywhere. New structures, including eventually decentralized units, must be created in this Division, for the decision-making lines must literally extend from the classroom into the arena of curriculum making. Classroom teachers, representatives of neighborhoods and of the community at large, students, and administrative personnel must collaborate in shaping the curriculum so that it may serve the general needs of all the schools as well as the more specific needs of each school. Large numbers of the school staff must be involved in the effort to improve instruction, spending a substantial portion of their time in the effort.^{2/}

The very act of involvement will do much to help improve instruction. It is an old truism that when people are allowed

2/ The Passow Report states: "The entire staff must be drawn into the curriculum redevelopment effort. A substantial fraction (15 to 20 percent) of the teacher's time, as well as that of all other professionals, should be devoted to continuing in-service work designed to upgrade knowledge, skill and competence." Op. Cit., p. 5.

to contribute to the definition and control of the task for which they are responsible, they will give of themselves more completely in carrying out the task. This dimension of strength and commitment is at present unused within the school system. Most people, from students and teachers up, daily engage in little more than carrying out decisions made somewhere else by someone else.

5. Improvement of instruction must be understood as a problem-solving, risk-taking enterprise.

The complex and interrelated problems which confront urban education can only be overcome if there is a willingness to attempt radical changes. These changes undoubtedly will threaten established positions and practices and will generate some confusion and anxiety. But it must be understood that it is only through taking risks, through admitting errors, through continual probing and questioning, that the job can be done.

6. Instruction must be improved as rapidly as possible throughout the school system, but it can only be done in a rational, feasible planned process with a reasonable addition of resources.

If reorganization is not carried out in systematic fashion, then there is the risk of further aggravating the already serious lack of articulation and coordination in the instructional program.

While it is no doubt desirable to consider doing everything at once, it seems clear that the system is simply too large and the problems too pervasive to be attacked simultaneously. Also,

there are only limited funds available, particularly in this first year when only \$100,000 has been set aside for the purposes of reorganization and staff development.

At the same time, there must be more effective use of the personnel now contained in the many departments and units which have been brought together in the Division. The number of people in these departments has increased substantially in recent years. It is not clear that the additions in staff have increased the effectiveness of the instructional program. The challenge is to develop structures and functions which can bring together all our resources for maximum impact.

II. ORGANIZATION

In developing the organization structure for the Division, I have not simply followed the conventional procedure of shuffling offices and personnel into a set of relationships. I have focused my consideration instead on the the following two questions:

1. What are the functions the Division of Instruction is to perform?
2. What features will an administrative structure have which will permit these functions to be discharged with maximum effectiveness?

A. Functions:

I perceive that the Division of Instruction performs three functions:

1. The first of these is the function of operating the schools. One

hundred eighty-four schools in the District of Columbia must be maintained, staffed, and supplied with materials; relationships with their neighborhoods and community organizations must be established and maintained; the special needs of individual students and of the specific neighborhood must be met.

2. The second function of the Division of Instruction is developing, supporting, and servicing the teaching and other school staff.

This function is discharged through programs of staff development in which the professional skills of teachers are sharpened through training in the use of new teaching materials and new media, and the development of new teaching strategies. The function is further discharged when new curriculum components are disseminated and programs of teacher training developed to implement them in the schools. Another important aspect is providing continuous follow-up and support for the teacher in the classroom so that development is reinforced.

3. The third function of the Division of Instruction is conducting research and developing curriculum. Within this function needs are identified; new program components in all fields are developed; instructional materials to support them--including materials produced by the national curriculum projects -- are assembled;

and teaching strategies are devised, tested in pilot situations, evaluated, modified, and finally disseminated throughout the school system. Curriculum development occurs also within the operation of the schools and within the structures provided for staff support and development, but such development is likely to be applicable to a specific school and community, to be empirical in design, and less transferable to other schools. Curriculum produced within the research and development function, on the other hand, is designed to meet the general needs of the school system, is "researchable" and will be transferable to other schools.

In analyzing these functions, it becomes clear that differing organization patterns will be needed to insure that objectives are met.

For example the daily operation of schools, attendance, substitutes, provision of standard supplies, transfers, etc., all details so essential to the smooth functioning of schools are tasks which can be carried out in a formalized and hierarchical type of structure. For these functions, strong and efficient heads and directors are needed to oversee, supervise, and guarantee the smooth operation of machinery. In this area, lines of authority, communication, and forms exchange need to be spelled out clearly.

In contrast, the demands of developing new units of study, of supporting and training teachers, of working on a continuously evolving curriculum,

of involving teachers, parents, and students in defining their interests and needs are tasks of quite different dimensions.

They demand an operation based on a high level of personal communication, personal interaction, and continued input from specialists, experts, and those from outside the school organization.

They need to function without line authority in a collaborative and team work fashion; where decisions are made by consensus; and where the authority of the individual is gained by competence and mastery of the tasks at hand.

This type of function demands individuals who take risks, who are skilled in interpersonal relations, who are willing to attempt different things and fail, and whose stock in trade is listening to others and providing support and service to help make their demands reality.

These different patterns and relationships cannot properly be displayed on a conventional organization chart (see attached), but if properly carried out in practice they can make the difference between a rigid, tradition-bound system and an innovative one.

B. Departments:

The structure which can most effectively meet our present need for change requires the reorganization and consolidation of the present departments and other units into three major components organized along functional lines and operating in different systems of authority:

1. Department of Curriculum Research and Development.

This Department, organized into task forces, will provide for the experimental development of new materials, will try out nationally produced materials, and will design models for implementation within the schools. The Department will have the following characteristics:

- (a). It will use academic personnel, students, and teachers in bona fide, active, decision-making roles. These groups will come together for a specific developmental task and when it is completed will then disband.
- (b). New positions and increased mobility within the system will be created to provide incentive and to make it desirable for teachers to move from the classroom and serve on task forces for a year and then return to the classroom; inversely incentive and mobility should make it possible for administrative, supervisory, and development personnel to return to and work more closely with the classroom.
- (c). Operationally the task forces must be directly related to demonstration schools and other classrooms, maintaining a constant and continuous relationship with classrooms on the one hand and with the best academic know-how on the other.
- (d). Task forces will have a responsibility to see that the curriculum is not completely retrospective but that it is

involved with contemporary events and relevant concerns.

- (e). Task forces will be responsible for seeing that knowledge is not treated in classrooms as finite and divisible, as compartments in the various disciplines which are represented by narrow and rigidly defined syllabi. Rather, an integration of subject matter will be sought around large major themes.

To implement these task forces--and the teams which will be set up in the Department of Staff Development and Curriculum Implementation, as outlined under (2) below-- it will be necessary to redeploy existing personnel in many departments in the following ways:

- (a) The subject matter supervising departments will no longer function as separate departments. They will be integrated into curriculum development task forces or staff development teams.
- (b) This pattern of redeployment will prevail also for the Curriculum Department, the Educational Resources Center, the Reading Center, and Speech Services.
- (c) The present Elementary Supervisors will be detached from the Elementary Department and redeployed in the task forces and teams.

- (d) Present non-school-attached personnel in the Special Education Department will also be redeployed as above.

At the present time, this program is not staffed or financed to operate on the scale necessary to cope with the needs for special help. The major purpose for this initial change is to insure that a much more intensive effort is made to develop a flexible program of special education and to train large numbers of teachers to operate this program. It is hoped that this will provide for maximum coordination with the overall educational program and increase at the classroom level flexibility in helping with children with these needs.

- (e) Vocational supervisors, teachers, and others responsible for the vocational curriculum will also be deployed with the task forces and teams in an effort to strengthen and coordinate the Vocational and Business-Distributive Education programs.

- (f) Specialists in groups dynamics, staff counselling and planning will be used to work with the task forces and teams, helping them to operate in these new patterns.

2. Department of Staff Development and Curriculum Implementation.

Requirements for this Department include the following:

- (a) That teams be organized to service elementary and secondary

schools on a geographic basis, so that each team may relate intensively to a small number of schools. This will mean that there will have to be a number of these teams, each with a personnel complement covering the various subject matter specialiities and other needs of the schools. Each team will probably need to break down internally into sub-teams in the following way:

- (1) Workshop teams which conduct and plan workshops;
 - (2) Classroom Follow-up teams which provide on-the-spot assistance to teachers;
 - (3) Evaluation teams which evaluate workshop services and provide feedback to teachers and team members.
- (b) That teachers and other school personnel have continuous on-the-job training in order to meet the demands for continuous growth generated by our society. This training must be during a regular part of the work day and be extensive enough to do the job.
- (c) Education and training for the teacher must be supported by adequate materials in the classroom and by administrative and evaluative services which reflect understanding of the scope and intent of training. This requires that administrators and other school personnel be trained and oriented also in the programs which are developed and disseminated.

- (d) That an essential element of staff development consist of assisting teachers to develop and exercise their full role as professionals and as decision-makers. It must be recognized that an essential part of the training of staff occurs in the conditioning and socialization process which inheres in the system itself in the form of lines of communication, the authority system, and the beliefs governing behavior. If teachers do not encourage the development of responsibility in their students, it may relate to the fact that they themselves have none; if students are uninterested in new ideas, it may be that teachers are uninterested also because they have no options concerning them; if students find no pleasure in successfully mastering problems, it may be that they resent the assignment of meagre tasks, just as the teachers themselves resent their own narrow job description and their lack of the right to establish goals more worthy of their interests and aims.

Personnel to staff these teams will be redeployed from existing departments as outlined under 1. above. Opportunities to rotate out of the classroom and into teams will be provided so that there is continuous feedback and refreshing of experience. Particular emphasis will be given initially to redefining present supervisory services to emphasize support, guidance, and service to teachers and the school staff and to de-emphasize ratings.

3. Department of School Operations.

This department is meant to house those units which have specific responsibility for the operation of schools and for providing administrative support to them, such as procurement, personnel actions, and the like. Under this framework, the following characteristics will prevail:

- (a) The present Elementary Education, Secondary Education, Vocational Education, and Model School Departments will continue to have line authority for the operation of schools.
- (b) The Vocational Education Department will have added to it the Adult Education programs, including those included in that Department and the Night School and Adult Basic Education program.
- (c) One long-range change will be made in the operating pattern at the individual school level. An assistant principal in each building will be selected to assume responsibility for direction of the instructional program and for coordination with the curriculum development and staff development task forces and teams. At the secondary level, consideration also will be given to strengthening the role of the department chairmen and to provide them released time so that they may engage in staff development activities within their buildings.
- (d) Major attention will also be given to improving the delivery of services such as audiovisual equipment repair, provision of instructional materials and other supplies, maintenance and repair, and other staff and building needs.

4. Offices of the Deputy Superintendent.

For the purposes of the reorganization and in order to carry out the broad responsibilities of this office, the following steps will also be taken:

- (a) The position of Associate Superintendent of Instructional Services will be designated as having responsibility for the Departments of Curriculum Research and Development and Staff Development and Curriculum Implementation. This will bring together in one position all responsibility for developmental efforts in the Division.
- (b) An Office of Special Programs will be established to bring together the administration and coordination of federal and other special and community programs. This Office will report directly to the Deputy Superintendent and will eliminate the present proliferation of responsibility in this area.
- (c) The Executive Staff of the Deputy Superintendent will be strengthened through the addition of an internship program which will use a small number of present positions within the Division. These interns will be young people showing special promise who will be assigned to work in challenging ways throughout the Division.

III. IMPLEMENTATION

The structuring proposed here is far-reaching and complex. It is not possible to present a fully-developed implementation plan at this time because so many of the underlying factors and implications cannot yet be determined and understood.

More importantly, it would be a violation of the whole concept and purpose of what we are attempting. It is patently clear that none of the values, purposes, and plans proposed here can be imposed by a new organization chart or by any mandate from the Superintendent or Deputy Superintendent. This form of imposing change has already taken its toll and is responsible for some of the situations that we are now trying to correct.

What is suggested instead is that the staff, with the support and assistance of outside consultants, and in cooperation with community representatives, engage in a collaborative effort to reshape not only the form of organization but the processes by which it works.

The aim of this process of reorganization must be to maximize full and free communication among school personnel of all levels. It must encourage expression of feeling as well as fact and information, and it must admit conflict and turn this to constructive ends.

It is very difficult to involve such a large number of people and to make sure that there is a real opportunity to choose options and make decisions. But it appears to be mandatory that as many people as possible are heard from and participate. Therefore, it is proposed that an essential part of the

reorganization be an initial planning phase.

This will be launched with a three day meeting of all administrative and supervisory personnel and representatives from the teaching staff and community. These groups will discuss the reorganization plan in small groups and attempt to establish the long-range objectives and goals of our instructional program, and determine the feasibility of the proposed changes. The aim will be to bring out of this a modified plan for adoption and implementation.

Finally, it is hoped that a task force of perhaps 40 people or more will emerge out of the sessions who want to work to shape the new Division of Instruction. They can then organize themselves into groups to work out the detailed plans for reorganization, reassignment of personnel, and development of teams and task forces which can be implemented in the fall of 1969.

In addition, the following steps will be taken to support the reorganization:

- o A detailed analysis will be made of the present functions, positions, and skills of Division personnel so that there is a better inventory of the talent available. This analysis will also seek to determine the best pattern of team and task force deployment of these people.

In addition, I hope it will be possible to initiate training and to form several such pilot teams this year so that experience may be gained in placing teams into operation on a system-wide basis in 1969-70.

- o A Planning/Programming/Budgeting cycle will be established for

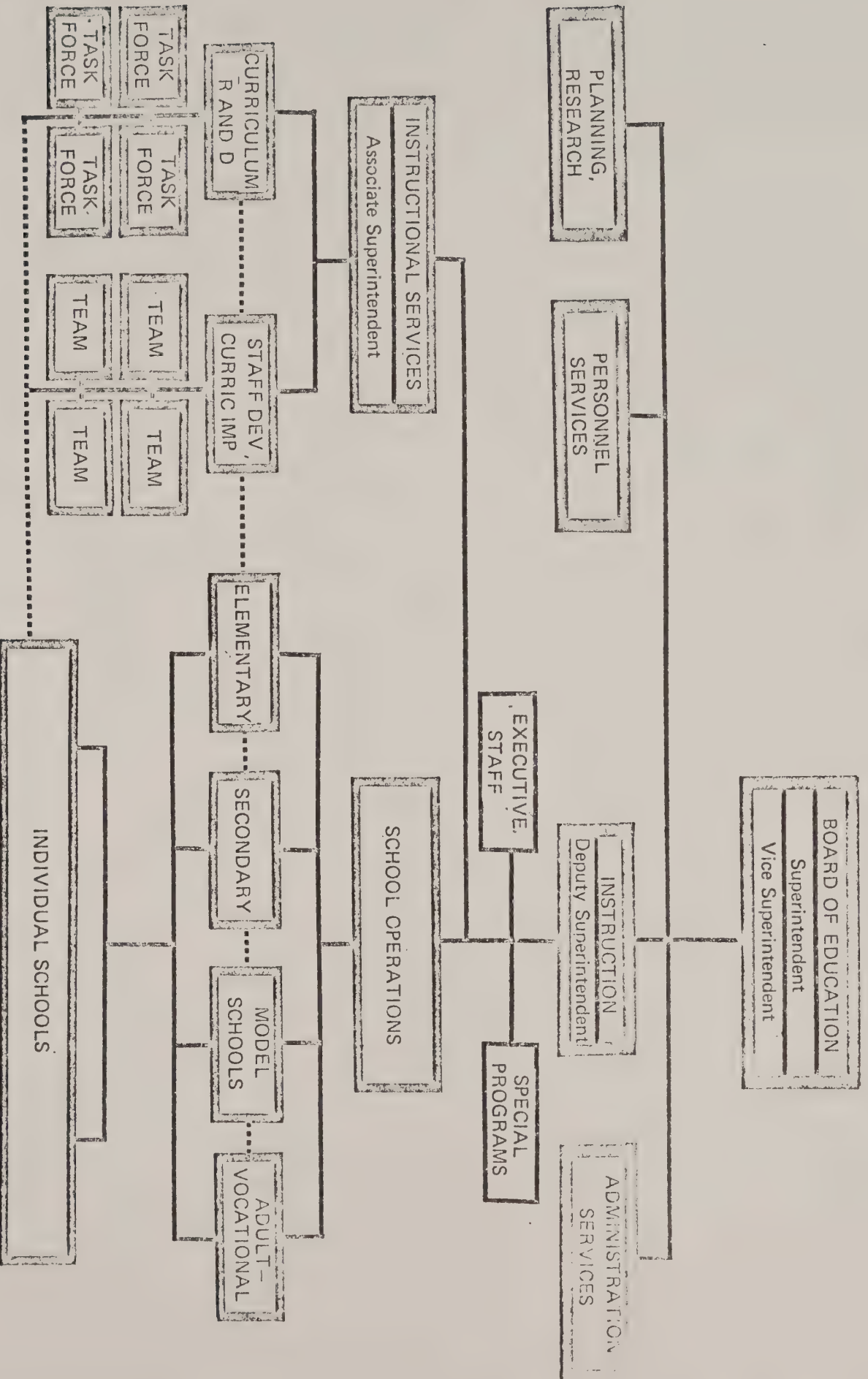
the Division to focus on the needs and priorities and to aid in allocating resources. This cycle will be used to set out the phasing of developmental and operational changes for the Division and to insure effective coordination.

- o Certain new management controls will be established at the Division level to better fix responsibility for the operation of schools and for the performance of students.

The scale of the changeover to be accomplished is vast and the need is urgent. It is my hope that these changes can be accomplished by the end of school year 1970-71 at the latest. It must also be clear that these changes cannot be accomplished unless there is broad support at all levels of the staff by the Board of Education and the community. There is nothing easy or simple about it. But it is clear that there must be change and that the time is now.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DIVISION OF INSTRUCTION



42
Please reproduce 20 copies
for Board Members for
meeting 2/19 -- extra copies for
Mr. Manning.

John W. Hoberman

ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOLS

The Superintendent is submitting his Annual Report to the Board of Education in the form of a description of some of the major activities of the Public Schools of the District of Columbia for the Calendar Year 1968.

It is recommended that the Board receive this Annual Report as submitted.

Attachment

Board Meeting
January 15, 1969

In order to accept this report as written, additional information and clarification is required. Questions are indicated as marked. The newly elected Board needs to know the extent of problems as well as generalizations concerning "progress". Emphasis should be placed on preparing an honest and factual report.

What is the distribution?

→ Has any attempt been made to secure a legal opinion to see if this project violates the Wright decision? (economic discrimination?)

21 Anacostia Community School Project

The proposal for The Anacostia Community School Project was developed as a response to President Johnson's request to Congress for \$10 million to develop a demonstration of excellence in urban education in Washington, D. C. From the beginning, its preparation involved a joint effort of professional educators and citizens of the Anacostia area. Together, parents, teachers and students assessed the educational needs of their community and proposed programs which would be responsive to those needs and which would allow for continuing participation by their community. Congress has appropriated \$1 million for the project. Applications are presently under consideration for the project director and other staff members. The proposed reading program is presently being reviewed by the Office of Education.

22 Who reviews these applications & makes the final decisions to hire?

23 When does the Board review the proposed program?

The Anacostia Planning Council is in the process of acquiring its own offices in the Anacostia area so that they will be accessible to the community. It is expected that facilities will be available before the end of the first semester. Negotiations are in process for additional services from several governmental agencies. — 24 What "services"? Which agencies? How much (\$s)?

Morgan Community School

The Passow Study recommended that the two or three community units already established, such as the Model School Division and the Morgan Community School, be given the mandate to develop and test alternative approaches to the problems of decentralization. The Morgan Community School Project was started in the fall of 1967 in conjunction with Antioch College. The Board of Education authorized Antioch College to assume the responsibility for the organization and the administration of the Morgan School. A Community Board of Education was elected so that the community would be involved in decisions affecting curriculum and instruction in the Morgan School. The Community School Board proved to be a responsible one, and Antioch College indicated its desire to act only in a consultative capacity.

On September 18, 1968, the Board of Education approved a policy statement for the continued operation of the Morgan Community School granting it maximum feasible autonomy within the present legal framework. The locally elected school board was granted the responsibility for determining the priorities for the expenditure of funds allocated to the school and for determining the number and kind of personnel that would be hired. It was also given the responsibility for curriculum formation and instruction with the aid of colleges it might choose to act in a consultative capacity. The school's operational functions are handled through a newly established Division of Special Projects which was created to handle community-based projects. The members of the Morgan Community have taken great pride in their school, and this is the second year of what is proving to be a successful experiment.

25 How much effort has been made to expand this successful experiment? Total cost FY '68? Budget FY '69?

involved, this is the first time that there has been this kind of cooperative effort with a suburban school district in the metropolitan area; in this sense it is symbolic and its success could result in broader cooperation between the D. C. Schools and suburbia.

Division of Special Projects

(What is the definition of "Special Projects?")

On July 30, 1968, the Board of Education accepted the Superintendent's recommendation that a unit concerned with special projects be established as part of the top level reorganization of the administrative structure. This unit was established as a new concept and strategy for bringing Washington, D. C.'s neighborhood communities into a creative partnership with the Board of Education.

The two major functions of the Division of Special Projects are:

1. To exercise executive authority and administrative control of the projects. This insures that the Board and the Superintendent have an effective administrative instrument which is specifically concerned with these projects and which monitors their operations to insure that community participation is broadly representative of the interests and concerns of the particular area.

2. To provide a broad spectrum of technical and developmental assistance to projects, including those projects directly administered by the Division, to other projects and programs within the school system which desire such assistance and community groups and to other organizations which request assistance in developing such new projects. Such assistance could include help in planning, community organization, project operations, procurement, budgeting, staff development, evaluation and other functions.

The Division of Special Projects presently has the responsibility for the Morgan Community School, the Anacostia Project and the Fort Lincoln New Town. The Division will handle other community-based projects as they arise.

(30) How "small"? (full-time? part-time?)

With a very small staff, the Division is aiding in facilitating the implementation of the projects for which it has responsibility - each of which is at a different stage. Its staff has also acquainted the press, parent groups, university students and schools of education and interested school systems, with the workings of the programs through speeches, writings and interviews. At the same time the Division has served to expedite requests from the projects that would ordinarily take much longer periods of time. The Division envisions its role as providing a service rather than supervision to the projects. In a sense, it is almost a parallel school system.

Data Processing

A Department of Automated Information Systems has been established and an RCA Spectra 70 computer system has been acquired. The school system is rapidly developing its data processing procedures. Accomplishments to date include the consolidation of procurement requests for supplies and materials, the up-dating of fiscal transaction programs, up-dating supply and equipment inventories, high school student scheduling, and the preparation of a student data base for the students in eleven high schools. The Department is involved in automating personnel actions and records for the central administration, and automating the preparation of student report cards and attendance records.

Student Participation

Both nationally and internationally, students have demonstrated a growing dissatisfaction with many aspects of their schools and a vital interest in participating in the decisions which will affect their education. The school administration is making efforts to exhibit its receptiveness to student ideas and to create ways for them to participate in the decision-making process.

A city-wide senior high school student council has been formed of representatives from each high school, which includes students not a part of the student establishment. This has proven helpful in providing a forum for expression of student ideas. In addition, a city-wide junior high school student council has recently been formed.

① How much? At what annual cost?
The Freedom Annex was established this fall by a student group at Eastern High School. The students raised the funds from private organizations and are making all decisions concerning the operations of the school with approval of the school administration. The Freedom Annex is the first fully accredited project of its kind in the country.

Bannockburn-Meyer Project

An opportunity for cooperation with a neighboring school district was presented when Bannockburn Elementary School in Montgomery County invited 21 children from the Meyer Elementary School in the District to attend that school. The Bannockburn-Meyer Project, which began this fall, provides an opportunity for children from the District of Columbia Public Schools to have an integrated educational experience outside of their home community. The proposal for this project originated with the Bannockburn PTA and was approved by a majority of the parents and teachers in the school. The project was subsequently approved by both the Montgomery County and District of Columbia Boards of Education. The children who are participating are not only attending the regular classroom programs, but they are also involved in extra-curricular activities. Although there are only a few students

Teacher Recruitment

An intensified recruitment program was begun to attract more qualified teachers to jobs in the District of Columbia. A new attractive recruitment brochure emphasizing the challenges and advantages of a teaching career in the Nation's Capital was prepared and distributed. Recruitment teams were organized and sent to major cities throughout the Nation to interview prospective candidates. In addition, recruiters were sent by the Peace Corps to Africa and Asia to interview returning Peace Corps volunteers. This expanded recruitment effort, along with a substantial salary increase for teachers, served to successfully fill all of the teaching vacancies before this school year began.

Collective Bargaining

The first contract with the Washington Teachers' Union was negotiated, and no major difficulties were encountered in its administration. Collective bargaining presently exists with five separate employee groups; there will probably be as many as ten in the near future. An employee-management office was established to handle grievances and problems related to the administration of the contract.

Temporary School Classrooms

A significant development was the Congressional approval of funds for 255 relocatable classrooms. These classrooms will serve two major purposes: (1) alleviate the severe overcrowding in the schools in the far Southeast and in the upper Cardozo area; (2) provide immediate classroom space while permanent school construction is underway.

Hot Lunch Program

The hot lunch program is in the process of being instituted in all schools where bag lunches were provided. Approximately 18,000 more pupils will be receiving hot lunches.

(17) when? How many students are not receiving hot lunches -- at which schools?

Instructional Television

Each of the Tri-Schools, Amidon, Syphax, and Bowen Elementary Schools, has been equipped in each classroom for closed-circuit television. This equipment will become operational on March 1, 1969.

The Educational Resources Center is presently engaged in a feasibility and determinative study regarding status and indicated phases and directions for city-wide ETV/ITV systems to serve the D. C. Public Schools. (18) what is the cost of the study?

(16) What was the total cost of these recruiting trips? results in hires for Sept. 1968?

(15) Which cities? how many "teams"?

⑫ How many teachers involved?

⑪ From what to what ???

The Urban Teaching Project has been increased by 400 percent and is currently financed out of the regular budget. The new reading program, Project READ, provided training for approximately 525 teachers. A teacher intern program is being carried out by Neighbors, Inc. and the University of Maryland. Two new proposals for training administrative personnel were recently approved by the Board of Education, and a third one is in the process of being developed.

Manual of Policies and Procedures

⑬ at what cost?

In accordance with the Passow Study recommendation that a Manual of Policies and Procedures for the District of Columbia Public Schools be compiled, the Board of Education contracted in June with the Croft Consulting Service of Tucson, Arizona to provide the school system with an analysis of present policies, pointing out any conflicts, discrepancies, inaccuracies, or other defects in them, and also indicate those areas where no policies or regulations exist. In September, a rough working paper was submitted by Croft and presented at an orientation meeting to the Superintendent's Staff on September 24, 1968 and to the Board of Education on September 26, 1968.

The manual is currently near completion, and a progress report will be made to the Board of Education in the near future.

Secondary School Boundary Changes

The largest single boundary change in the history of American education was accomplished. The boundary change affected 10,500 students at the secondary level. The purpose of this boundary change was to equalize enrollment and to effect socio-economic integration in compliance with the Court Order in the case of Hobson v. Hansen, et al. Although shortage of materials existed at the opening of school, it was less than it has been in the past years. ⑭ what "shortage" — how "less"?

Office of Public Information

As recommended in the Passow Study, an Office of Public Information was established in March to provide complete information to the public about the schools and educational programs, to strengthen internal communications and to respond to requests from Congress and other official agencies. This office has begun to carry out a number of these functions such as preparation of news releases, relations with the press and other news media and publication of an intra-system newsletter. The staff of this office will be increased so that it may take full responsibility for facilitating communications within the school system and for providing the public with full information about school programs.

at what
scheduled times?
how frequently?

- 3 -

The transfer of functions and personnel in accordance with this reorganization is currently being effected. The Superintendent has instituted a policy of meeting with the above officers in a cabinet situation on a regular basis in order to maintain continuous contact with developments within the system. It is true that administrative reorganization per se does nothing to improve the education of children and youth, but it is a prerequisite to any improvement.

as an appendix, to this report -- include names & phone numbers of major staff persons.

Administrative procedures have been facilitated by the consolidation of the administrative offices of the school system, which had been located in 16 separate locations, in the Presidential Building.

Budget

Congress approved the largest budget in the history of the D. C. Public Schools for this year. The teacher salary schedule is now the highest in the metropolitan area and one of the highest throughout the Nation. In addition, there was an increase in the amount of private foundation grants and scholarship funds.

list examples? what was the total FY '69 budget? How much money was returned to Congress at the end of FY '68?

In-Service Education

The Columbia University Study placed top priority on the need for a massive in-service continuing education program to be shaped and tailored to all personnel. The school administration and the Board of Education have recognized the importance of building a comprehensive in-service education program and have taken steps to place major emphasis in this area with available funds. The budget for this year, contained \$100,000 for this purpose, and \$3,309,101 was included in the 1969-70 budget which was reduced to \$1,272,155. A Director of Staff Development has recently been employed to develop and coordinate in-service training programs.

how many teachers?

how many areas?

During the past year a number of valuable in-service training programs have been conducted for personnel in many areas, and there was the greatest amount of participation by teachers. Among the programs conducted was a two-week workshop for secondary school principals to provide sensitivity training and to emphasize their role as coordinator of school-community relations. The Educational Resources Center, which was established in the past year, provided training for hundreds of teachers.

How long? Where? How many?

The Innovation Team in the Model School Division has worked with and trained 1,300 teachers. The work of the Innovation Team has been evaluated by the Office of Education as one of the most effective tools for staff development. It has published three books; one, entitled "Tell It Like It Is," received National recognition. Last summer 90 teachers were trained by the Innovation Team in eclectic methods for teaching reading with a foundation grant of \$125,000.

Have these books been distributed to other principals/teachers in the District.

Community Study of Columbia University Report

The Board of Education, recognizing its responsibility to implement the recommendations contained in the Columbia University Study, voted on October 18, 1967 to form the Executive Study Group, the Community Council for the Implementation of the Passow Report and Working Parties assigned to specific tasks. These groups were structured to involve the entire community in evaluating the Columbia University Study and planning for its implementation. As far as can be determined, this was the first major attempt in an urban school system to involve the community and professional staff in a direction-shaping process for an entire school system. Teachers planned and conducted an institute as a part of this process.

The Executive Study Group presented its reports to the Board of Education on July 17, 1968. Upon the recommendation of the Superintendent, the Board approved the reports in concept on July 30, 1968. At the same time the Board accepted the Superintendent's recommendation that a unit be created within the school system as a mechanism for the implementation of the Executive Study Group recommendations. This unit, responsible directly to the Superintendent, was established in November.

What size staff was allocated to implement the Passow study? (full-time + part-time)

The major thrusts of this service unit will be to work through the several operating units to develop a specific blueprint for change in the school system. This blueprint will contain a statement of the goals or direction in which the school system wishes to proceed, the human and material resources required to operate such a system, the fiscal requirements and a timetable by which such an operating system can reasonably be phased in. In addition, the Implementation Unit will work through the Office of Public Information to keep the school system and the community apprised of progress toward change.

③ Describe recommendations in the "process" of implementation? (be more specific -- target dates for completion?)

Many of the recommendations contained in the Columbia University Study have been implemented or are in the process of implementation. Among these are establishment of an Office of Public Information, a number of staff development projects, compilation of a Manual of Policies and Procedures, administrative reorganization, substantial increase in pre-school education, increase in ungraded elementary schools, expanded teacher recruitment and establishment of a Department of Automated Information Systems.

Administrative Reorganization

The Columbia University Study emphasized the necessity for administrative reorganization as a prerequisite to improvement of Washington's schools. The Superintendent recommended and the Board of Education approved creation of an administrative structure in line with recommendations made by the Executive Study Group. This reorganization created the positions of Vice Superintendent, Deputy Superintendent for Instruction, Associate Superintendent in Charge of Long Range Planning, Innovation and Research, and Associate Superintendent of the Division of Administrative Services.

ANNUAL REPORT
of the
Superintendent of Schools

The setting of the Public Schools of the District of Columbia during the year 1967-68 was that of a school system in a crisis. A number of events occurred which focused wide attention on the schools and on the serious problems which they faced. These events have precipitated significant changes in the future direction of the school system.

On June 19, 1967, Judge J. Skelly Wright handed down the decision in the case of Hobson v. Hansen, et al. This decision permanently enjoined the Public Schools of the District of Columbia from discriminating on the basis of racial or economic status and from operating the track system. In addition, the Court ordered that transportation be provided for volunteering children in overcrowded school districts east of Rock Creek Park to underpopulated schools west of the Park; that optional attendance zones be abolished; that pupils be assigned in compliance with the principles in the Court's opinion; and that teachers be assigned to fully integrate the faculty of each school. The Board of Education voted on July 1, 1967 not to appeal the Court's decision.

The ensuing months brought the ^{resignation}retirement of the Superintendent and Deputy Superintendent; the negotiation of the first contract with the Washington Teachers' Union; the completion of the Columbia University Study of the D. C. Public Schools (Passow Report), which pointed out the failures of the school system; national publicity exposing the shortcomings of the school system; the employment of a new Superintendent; the April civil disorders; and the Poor People's Campaign.

As a result of these events, major changes have occurred in the school system, and plans for many others have been formulated. This year has brought a number of notable activities and accomplishments.

① Hobson v. Hansen implementation --
Change in Philosophy and Direction

The entire philosophy and direction of the school system was changed when the track system was abolished and the concept of individualized instruction was endorsed by the Board of Education. An important development has been the acceptance by the school system of the premise that if the child is failing, it is not the fault of the parent, the child, the community or society, it is the failure of the school. The school system has always accepted responsibility for the success of its students; now it must accept responsibility for their failure. It must build into the learning process the resources required to counter factors that restrict learner achievement.

- ① What specific steps were taken to implement the court order?
- a. memos to administrative/teaching staff from the Superintendent?
 - b. when were workshops held (for administrative staff/Board members/teachers/parents) to discuss mandatory changes under the law?
 - c. appointment of implementation committee?
 - d. development of curriculum guidelines?

How much "staff" >
full-time? part-time?

from the Mayor's Office, the Redevelopment Land Agency, the Fort Lincoln New Town Community Planning Council, the National Capital Planning Commission, the Washington Teachers' Union, the District of Columbia Department of Buildings and Grounds, and the Superintendent's Staff. The Division of Special Projects is the administrative component which coordinates these meetings.

How are these students identified? How many have been identified?

Department of Special Education

A Department of Special Education was established on October 23, 1968, by the Board of Education in order to provide instruction and services for children who differ from the average to such a degree in intellectual, physical or emotional characteristics as to require resources and assistance beyond that normally available within regular classes. This Department utilizes trained professional personnel, special curricular content, materials and facilities necessary to enable those pupils whose patterns of educational needs are very different from those of the majority of children to achieve at a level commensurate with their abilities.

An Advisory Council for Special Education was established to support and promote the aims of special education and make recommendations to the Superintendent for improving services and programs. This includes providing valuable assistance in determining objectives and broad policies, evaluating the educational program, securing financial support for expansion and improvement of facilities, programs and services, helping to gain public support, as well as giving advisory services in determining other courses of action.

A Developmental Center for Special Education was established in December, 1967, and is a part of the Department of Special Education. The purposes of the center are:

1. To study the needs of handicapped pupils in the District of Columbia Public Schools with emphasis on diagnosis, research, teaching, supportive services, staff development and parent education;
2. Develop a research program;
3. Plan and provide in-school screening programs and supportive services where needed;
4. Provide laboratory experiences for professional training of special educators;
5. Design programs for handicapped pupils in close correlation with social and labor trends and modern living practices;
6. Disseminate its findings to all schools.

Almost daily, inquiries come either to the Superintendent or the Morgan School requesting information in regard to the operation of the program at Morgan. Frequent visits are made to the school by officials of other school districts. All who visit seem impressed by the atmosphere of the school and the deep concern that is exhibited by all who work within the confines of the school facilities. School officials and members of the Morgan School Board are presently conferring about plans for new facilities for the Morgan Community School and about operational procedures which may serve as a model for future projects as they evolve.

Fort Lincoln New Town

The Fort Lincoln New Town is at present a conceptualization of a system of public education that is completely new. Beginning with the premise that this presents an opportunity to decide a system of education that is independent and uncommitted to former arrangements and ideas, creative consultants are starting from scratch. Fort Lincoln New Town has been conceptualized as an attempt to create a system without the limitations imposed by existing organizations, teachers, schools and facilities. It assumes a society in which no school system yet exists. The consultants and planners have set forth their definition of quality education and have developed program objectives for Fort Lincoln. Plans are to utilize the total Fort Lincoln community and resources from the surrounding community as a base for the education system in an effort to broaden the range of education experiences for all who participate.

Presently the consultants and planners are engaged in developing programs, describing the resources needed, staff functions, equipment and materials, and the utilization of space. Emphasis will be on flexibility with the community playing a major role in the direction of the system of education. Since at the present time there is no community on site, a citizens' committee from around the site is being involved in the planning. The Fort Lincoln New Town promises to provide one of the most exciting educational ventures of our day -- individualized education that is continuous throughout the lives of its residents, involving the total community and its resources. In planning for it we see clearly the obsolescence of the school as we know it. It is more than a building program; it is a new concept of education that recognizes that education of the future will not be carried on within the four walls of the conventional school plant but will utilize the total resources of the community. Hence, our public schools will be changed from institutions of tradition to institutions of ~~rationality~~ relevance!

To date, the site for the first school has been selected, and an architect-engineer has been engaged to design the first facility. The first facility promises to be the most modern school in the D. C. Public Schools and the Nation, with provisions being made for the maximum community participation and involvement. The structure will provide for a flexibility that will allow for programs not yet decided upon.

Considerations are also presently being given to the arrangement for an on-site project director, and other personnel, and for consultant services to assist in the planning of the total system of education for Fort Lincoln New Town. Involved in these considerations are staff members

Foreign Language Program

The foreign language program in the elementary schools was greatly increased. Currently foreign language is being taught to approximately 15,000 elementary school students. This is the largest elementary school foreign language program in the Nation. The Latin program at the elementary level is presently being used as a model for new Latin programs in Chicago, Philadelphia, and other cities.

③① what "languages"?
In how many elementary schools?

③② which (and how many) elementary schools teach Latin?

Pre-School Program

The pre-school program has been increased from 300 children to 2000, and it will include 3000 children at some time during this year. Seventy-five demountable classrooms are being used to house the program.

The educational situation is not hopeless in Washington. Efforts are being made to solve problems. There is, however, no single, quick, or easy solution to any of the problems. The answers will come over a long and trying period of time in cooperation with other agencies concerned with human services.

There are a number of forces at work to find the solutions -- the Board of Education, the professional staff, the parents, the community and the students. These forces of genuine concern assure that the Public Schools of the District of Columbia are moving in the direction of becoming a model urban school system for the entire Nation.

- ③③ How many new teachers hired Sept. 1968?
Catastrophes? Contracts signed? Turnover? etc.
- ③④ Attendance / Suspensions / Drop outs -- new policies, problems?
- ③⑤ Vocational education -- expansion, improvement - etc?
- ③⑥ Building problems -- proposed, projected new schools. No. needed, problems involved etc.

MIND Program (Meeting Individual Needs Daily)

The MIND Program has been developed to offer pupils, who are failing to succeed in one or more aspects of the regular classroom program, an opportunity to achieve full adjustment and optimum progress. This program permits pupils with special learning needs to remain enrolled in regular classrooms, but provides - during a portion of the school day - individualized services in special education resource rooms to each pupil according to his strengths, weaknesses, interests, and potentials. This program services children in grades Kindergarten through 12.

The MIND Program is now in full operation in all of the junior and senior high schools and many of the elementary schools. (28) How many schools involved? How many students? How many special full-time teaching and administrative staff? Budget?

Tri-School Award

(29) The Tri-School, composed of Amidon, Bowen, and Syphax Elementary Schools, in Southwest Washington, was judged one of the ten best innovative education programs in the Nation and was awarded a Medal of Achievement on November 19 at the National Laboratory for the Advancement of Education. The award was presented for "Demonstrating Significant Changes in Teaching Which Measurably Improve the Learning Process." The Tri-School approach to teaching through a combination of applied technology and modern teaching techniques was demonstrated at the National Laboratory for the Advancement of Education. Twenty-five students demonstrated the learning process which begins in a non-automated booth and proceeds through the use of various programmed materials and multi-media at various developmental levels. The demonstration showed how children in the Tri-School are motivated to learn by the discovery method and to explore and progress, each at his own rate.

other - How did the reading level of these students compare with other District elementary school students (Morgan? etc.?) as indicated by the last city-wide test?

Reading Program

The Reading Clinic was changed to a Reading Center in order to broaden its functions from remedial reading instruction to responsibility for the total developmental reading program from grades K-12, thereby eliminating fragmentation of the reading program.

(30) "Contract" for how long? How much? ? How many kindergarten program are there?

Project READ was begun this fall under a contract with Behavioral Research Laboratories. The project is designed to bring approximately 13,000 of the District of Columbia's culturally disadvantaged children up to or above grade level in reading. The project began with a major training program for approximately 525 teachers. The teachers were provided with full instruction and practice in the use of the Sullivan reading materials. Consultants were then provided to go into the classrooms and assist the teachers for as many days or weeks as necessary. An important part of the program is the involvement of the community by providing an explanation of the program to the parents through meetings and packets of literature. Project READ is a structural linguistic approach to reading authored by Dr. William Sullivan and applies the principles of individualization and flexibility to the city's most pressing educational problem. explain? definition?

A SUMMARY OF
THE SUPERINTENDENT
REPORTS TO
THE BOARD

A S U M M A R Y O F
T H E S U P E R I N T E N D E N T
R E P O R T S T O
T H E B O A R D

Public Schools of the District of Columbia

Hugh J. Scott
Superintendent

June 8, 1971

C O N T E N T

<u>Chapter</u>	<u>Page</u>
Prefatory Note	ii
Preface.	iii
I. Superintendent's Statement on the AAP	1
II. Expectations Established for Teachers and Administrators.	12
III. The Model Classroom in the AAP	17
IV. Instructional Supports	20
V. Non-Instructional Supports	24
VI. Staff Development	27
VII. Assessment of Student Achievement.	31
VIII. Heterogeneous Grouping	34
IX. Student Promotion.	36
X. Assessment of The Academic Achievement Project.	39
XI. Implementation Schedule.	42

PREFACE

The Board of Education on April 1, 1971 in a letter to the Superintendent requested, in part, that he submit to the Board his proposed plans and calendar for the implementation of the Academic Achievement Project. Such proposed plans and steps were to be submitted in a manner that provided as much specificity as possible.

This Report of the Superintendent to the Board of Education is submitted as a comprehensive response to the Board's request. It responds as professionally as possible to the cogent questions raised by the Board. It should also demonstrate the commitment to implementation of the Academic Achievement Project, presenting as it does clear evidence that plans have been carefully formulated and schedules for implementation of various components of the Project have been established in a concerted move, by all school personnel, to deliver to this community quality education.

CHAPTER I

SUPERINTENDENT'S STATEMENT ON THE ACADEMIC ACHIEVEMENT PROJECT

Introduction

The Board of Education with its official adoption of the Design for Academic Achievement revitalized the hopes of a significant segment of the District of Columbia community. Its action presented the Superintendent with a mandate to uproot those elements in the operation of the public schools that serve to impede or prevent the attainment of quality education. In essence, the Design is a rationale for the commitment of the resources of the District of Columbia Public Schools to the task of raising the academic achievement levels of students, specifically in reading and mathematics, by marshalling and organizing the staffs of the schools and increasing the scope and frequency of the community's involvement in school affairs.

It is no exaggeration then to state that the preeminent task confronting the Public Schools of the District of Columbia -- judged in terms of the expectations of the Board of Education and the general public and the priority established by the Superintendent -- is the effective implementation of the Design for Academic Achievement. The Design does not present specificity in terms of how its advocated elements are to be accomplished. Rather, it leaves most of the practical and operational aspects of its implementation to be developed by school personnel.

Accountability

The concept of accountability has many levels of meaning, depending on where in the structure of a large school system attention is focused. When accountability is applied to the individual school

unit, it embraces these general principles:

- . The professional staff of a school should be held collectively responsible for knowing as much as possible about the intellectual, personal, and social development of the pupils in its charge and about the conditions and educational services which may be facilitating or impeding the students' development.
- . The Board of Education and the Superintendent have the responsibility to provide the means and technical assistance by which the staff of each school can acquire, interpret and use the information necessary for carrying out its functions.

The Board of Education and the general public are correct in holding teachers and administrators accountable for the solution of those factors which within their province impede learning. Those impediments to quality education which can be removed by good teaching and effective administration must be removed. Teachers and administrators are also correct in seeking to have those educational programs which they must implement disciplined by the principles of conceptual validity and operational feasibility.

Modifications

On the basis of the application of the principles of conceptual validity and operational feasibility to the components advocated in the Design for Academic Achievement, most of the components have been implemented and have either reached operational status or are rapidly approaching it. Modifications in some of the components have been made and others are proposed, but they are geared to strengthening the components and improving their potential to eliminate massive retardation in the acquisition of the basic skills in reading and mathematics.

The proposed differentiated staffing called for in the Design is conceptually sound. It takes proper account of the range of differences in teaching ability and seeks to give appropriate recognition to degrees of teaching talent. Of equal importance is the idea of having teachers of demonstrated superior ability work with less experienced, less adequately prepared teachers to help them become more effective.

Difficulties arise, however, in trying to apply the concept to the realities of present teacher classification and promotion policies and practices. Since it would have a profound impact on such historically entrenched policies and practices, and since it would alter radically the peer relationships of teachers, differentiated staffing should appropriately be submitted as an agenda item in the collective bargaining process between the Board of Education and the Washington Teachers Union. To introduce or not to introduce differentiated staffing into the school system should not hinge on a unilateral decision of the administration.

Seeing the values of differentiated staffing, the Superintendent plans to recommend to the Board the establishment of a position of Distinguished Teacher. In addition to the values noted above, such a Distinguished Teacher position would enhance the ability of the school system to recruit and retain able personnel by offering opportunities for promotion to classroom teachers without their having to leave classroom teaching. But until the question has been satisfactorily resolved between the Board and the Union through negotiation, the administration proposes to delay action on the Design's recommendation to move to differentiated staffing.

The Goal

The efforts of all school personnel shall be directed to the pursuit of academic excellence in a manner predicated on the firm belief that all normal children can learn and can reach acceptable standards of achievement. The elimination of deficiencies in the basic skills of reading and mathematics stands as the most critical professional obligation facing all school personnel. The fulfillment of this commitment will be realized only when the following goal is achieved:

Normal students enrolled in the public schools of the District of Columbia shall be taught with respect for their individual differences and shall acquire the basic skills in reading and mathematics at a rate consistent with the achievement levels reflected on a normal distribution curve of achievement.

Mobilization and Implementation

In an educational endeavor as comprehensive as the Academic Achievement Project, mobilization and implementation are concurrent processes. Mobilization represents the efforts of school personnel to make a component or several components operational. Many of the components of the AAP, however, because of the scope of their complexity and application, cannot be implemented simultaneously with other less demanding components of the AAP. The activities of mobilization, which have been and continue to be in process, should be regarded as interim and integral moves in the implementation of the essential components of the Project. Mobilization and implementation may thus be said to operate "in tandem," i.e., they are occurring simultaneously rather than as separate, discrete, chronological events.

Thrust of Implementation

The thrust of the implementation of the Academic Achievement Project is twofold: it must (1) move toward the development of more effective teaching procedures, curricular guidelines, innovative instructional materials and media, and facilitating administrative supports, and (2) simultaneously move toward the improvement of classroom management and instruction. An enthusiastic and collective effort in these areas should result in the attainment of our primary goal: to elevate the academic performance of District of Columbia public school children by increasing their reading, oral and written and mathematical skills.

The Commitment

All school operations must, without equivocation, be directed toward the elimination of deficiencies in the acquisition of the basic skills in reading and mathematics. Principals and teachers are to concentrate on the application of their expertise in a manner that reveals a high level of professionalism and a concerted pursuit of quality education.

The primary responsibility for the development of curricular materials, instructional procedures and staff development activities geared to meet system-wide demands is appropriately assigned to the Division of Instruction. The responsibility for implementation of the various related aspects of the Academic Achievement

Project is assigned to specific departments within the school system which have the long-term responsibility for such basic purposes. The various special committees established as part of the innovative effort shall continue to serve the specific functions for which they were originated.

General Assumptions

The Design advances several fundamentally sound assumptions to provide a broad psychological and sociological rationale. These assumptions are as follows:

- . The present level of academic retardation is the result of a number of complex determinants such as, for example, cultural and racial inequities.
- . Discrimination and injustice "converge upon, dominate, and are reflected in the atmosphere of the schools and classrooms."
- . "Lower status schools tend to replicate the status distinctions of the larger society."
- . Academic retardation of children in lower status schools reflects not general "cultural deprivation" but school neglect.

To these should be added the assumption that quality can be ascribed only to educational outputs which contribute demonstrably to the intellectual and psychological preparation of the individual for effective participation in society. Although our schools may not, or perhaps cannot, alter the negative social and economic forces pressing upon them, they must improve the learning environment that is provided within the schools so as to overcome the extraordinary influence of these forces.

Operational Assumptions

Advocated educational programs enhance their chances for successful implementation and the attainment of their desired goals when they operate from conceptually valid assumptions.

The fundamental premises undergirding the approach to implementation of the Academic Achievement Project are the following:

- . A normal child will learn if properly stimulated and taught.
- . The vast majority of the students in the public schools of the District of Columbia are normal.
- . Groups of normal children properly stimulated and taught will display individual learning differences as shown by a normal distribution curve for achievement.
- . Effective teaching and good administrative practices can and do make a difference in the achievement levels attained by students.
- . Teachers and administrators should be held accountable for the provision of the degree of quality services that are reasonably within the capacity of teachers and administrators.

It is strongly asserted that the essentials of quality education are:

- . high expectations of teachers and administrators for students
- . high expectations of students for themselves
- . effective teaching and administrative practices
- . intelligent supervision of instruction
- . regular evaluation of student and professional performance
- . reinforcement of strengths
- . systematic and specifically defined, sequentially developed curricula
- . broad community understanding and participation

Oral and Written Communication

Listening, speaking, reading, and writing are the inextricably interwoven language arts--often also called the communications skills. Because they are the means of expressing and receiving ideas and emotions, it is essential that all students master them.

Although the emphasis of this year's Academic Achievement Project appears to be on reading alone, it is necessary that there be a clear understanding that reading skill is based upon language acquisition and development; that reading enjoyment is based upon early involvement with listening to stories, rhymes, poetry, conversation, and music.

After listening and speaking, begun before school, come reading and writing, which are usually introduced in the school. Reading and writing, however, are based upon listening and speaking, and the schools must accept the responsibility for developing skills in all four of these essential and inseparable communications skills.

Teaching of Standard English

In the District of Columbia the language of students is often nonstandard, reflecting the diversity of their backgrounds. In addition, some students speak Spanish and other languages. This diversity must be understood and accepted, since language divergencies will exist as long as people reflect different life styles. This is not to say, however, that standard English should not be taught.

Academic achievement in all content fields requires mastery of the standard English accepted and used by the educated segment of any community. Our schools must learn new ways to motivate students so that they can add standard English to their repertory of skills.

Competition

Competition can be an important incentive for student learning and a means for rewarding those who are successful. The debate arises from the difficulty of establishing competition which offers equal opportunity for all students to be successful and from the difficulty of keeping competitive motives from becoming so paramount

in the life of the student that he fails to gain satisfaction from the love of learning or from the effective use of what he has learned. These concerns certainly do not negate the importance of nor minimize the possible positive effects of competition, but they do clearly indicate that caution must be exercised in the use of competition. Thus, in the development of instructional plans, teachers and administrators must seek to develop policies to ensure the constructive use of competition and other positive incentives.

Summary

The plotting of a course of action for reaching an organizational goal is an extremely intricate proceeding, especially so when that goal is to somehow modify intellectual behavior, i.e., to promote learning. This is the primary task every educational institution sets for itself, and an educational institution should move intelligently, economically (in terms of time, energy, human and fiscal resources) and inevitably towards its fulfillment.

Implementation of the Academic Achievement Project imposes some very exacting requirements. It has activated a number of imposing challenges: How to arrange individuals and materials into the most productive administrative formula. How to retool professional skills and introduce new ones. How to elicit and organize broad community participation in and support of school programs. How to measure learning increments with some degree of precision (with due regard to test appropriateness, validity and reliability). How to remediate the deficiencies revealed by the test instruments. How to encourage all school personnel to discover the intrinsic rewards of the educational process and how to apply extrinsic rewards equitably.

The mobilization effort has been one of meeting these aforementioned challenges simultaneously with implementing practicable, coordinated instructional and non-instructional supports that will culminate in teachers teaching, administrators administrating, and students learning. For only to the extent that the schools really do indeed educate students do they satisfy the legitimate expectations of the community and justify their existence as one of our most indispensable and cherished of social institutions.

The matters related to the Academic Achievement Project which have been presented to the Board of Education in this May 5th Superintendent's Report should clearly establish the following with regard to its implementation:

- . Goal of AAP: All school personnel are directed to the pursuit of academic excellence by seeking the elimination of deficiencies by normal students in the acquisition of basic skills in reading and mathematics. This goal is achieved only when normal students display individual differences as revealed by a normal distribution curve for measuring achievement.
- . Mobilization and Implementation: Mobilization and implementation are concurrent processes. The process of mobilization embraces the development of effective teaching procedures, instructional materials, and other supports.
- . Role Expectations: Specific role expectations are established for teachers, principals and other administrators as they relate to the implementation of the AAP. Accountability is attached to each role and self-monitoring is encouraged.
- . Staff Development: A comprehensive program of staff development has been initiated. This program is geared to meet the specific needs of school personnel so that they can cope more successfully with the critical components of the Academic Achievement Project.
- . Instructional Supports: The proposed reorganization of administrative and instructional services of the system is geared to bringing such services more directly and effectively to the assistance of teachers and administrators assigned to school units.
- . Mobilization Teams: Mobilization Teams in reading and mathematics have been formed in all schools under the AAP. Steps are now being taken to broaden the scope and effectiveness of the Mobilization Teams by making them a more integral part of the process of improving instruction at the local school level.

- . Tutorial Services: The Tutorial Program reinforces regular classroom instruction by offering enrichment and individual attention to students who have demonstrated need for assistance in reading and mathematics.
- . University Liaison: The major universities and colleges in the area have established a working relationship with the school system for the purposes of establishing a bank of consultants for the system; establishing workshops in curriculum development, upgrading the proficiency of teachers in their respective disciplines, and expanding tutorial assistance.
- . Parental and Community Involvement: The goal is to have in every school an effective representative community structure which can provide opportunities for the community to participate appropriately in the conduct of school affairs. Also, parents and other adults are being actively recruited for service to the schools as instructional aides and tutors.
- . Homework Centers Many elementary and all junior high schools have homework centers. Operated during and after school and on Saturdays, the centers are staffed by volunteer personnel including tutors, teachers, counselors and parents.
- . Teaching of Standard English: Academic achievement in all content fields requires mastery of the standard English accepted and used by the educated segment of any community. Our schools must learn new ways to motivate students so that they can add standard English to their repertory of language skills.
- . Oral and Written Communication: The emphasis of the AAP is not solely on reading and mathematics. Listening, speaking, reading, and writing are the inextricably interwoven language arts.
- . Heterogeneous Grouping: The concept of heterogeneous grouping is the best approach to grouping students for instruction. It is applied in the District's public schools with an equal emphasis on maintaining the integrity of the concept and providing an equitable placement of students for instruction in the various classrooms.

- . Minimum Floors in Reading and Mathematics: Minimum floors in reading and mathematics have been developed and serve to establish a point of reference for performance expectations for students at a given level.
- . Pupil Promotion: The proposed promotion practice for the school year 1971-72 is that students will be retained if they fail to achieve the minimum floors, at critical grade periods 3, 6, and 9. Diagnostic and prescriptive help will be given students who continually fail to realize the minimum floors in mathematics and reading.
- . Testing: The fundamental purpose of achievement testing in schools is to provide educators with information on which to base decisions about educational strategies.
- . Competition: Competition can be an important incentive for student learning if utilized appropriately. Thus, in the development of instructional plans teachers and administrators are to seek ways and means to ensure the constructive use of competition and other positive incentives.
- . Assessment of the Project: The overall assessment of the AAP is the responsibility assigned to the Department of Research and Evaluation. Assessment teams will conduct bi-annual assessments of the degree to which the components of the AAP are being implemented in the schools. Also, Assistant Superintendents, principals, and teachers will conduct periodic assessments of their respective responsibilities to the implementation of the AAP.

CHAPTER II

EXPECTATIONS ESTABLISHED FOR TEACHERS AND ADMINISTRATORS IN THE IMPLEMENTATION OF THE ACADEMIC ACHIEVEMENT PROJECT

The effective continuation of the Academic Achievement Project makes it essential that we establish the roles of three key categories of area school personnel - Area Assistant Superintendents, principals and teachers.

The Area Assistant Superintendent shall assume the following responsibilities:

- . Provide the overall supervision of and assistance to the implementation of the goals and components of the Academic Achievement Project
- . Make certain that Reading and Mathematics Mobilization Teams are created in each elementary and junior high school in his region, and that they perform effectively those tasks for which they were established
- . Make certain that opportunities for planning and implementation of programs by the Mobilization Teams are provided at each school level
- . Make certain that principals have teachers on each grade level in each building using the minimum floors in reading and mathematics as a basis for their instructional programs, and for the assessment of student progress in mathematics and reading
- . Make certain emphasis is placed on the teaching of standard English in the region
- . Provide supportive services to each teacher through the use of supervisory and supportive staff assigned to the area
- . Provide opportunities for staff development projects which will train teachers in behavioral development, diagnosis, and remediation of learning problems

- . Seek cooperation of universities and teacher-training institutions in providing programs which will improve teacher performances
- . Make certain that in the selection of personnel such as teachers, paraprofessionals and supervisory staff the qualities needed for the successful implementation of the Academic Achievement Project are considered
- . Conduct a minimum of two staff meetings per month with all of the principals assigned to the region
- . Meet individually with principals in order to give them more direct and personal assistance
- . Make certain that effective tutoring programs are established in each school in the area
- . Establish for the area tutoring and homework centers in each school
- . Provide training programs for those parents and students who will participate in the resource centers
- . Determine the effectiveness of the regional educational programs in terms of measurable improvements in student progress as defined by the Academic Achievement Project
- . Produce charts, diagrams, and profiles which record educational achievement by grade levels within buildings, parental and community involvement, university assistance, and innovative programs by local schools
- . Conduct quarterly educational audits of the complete operational status of the area schools in regard to the Academic Achievement Project, including the following:
 - a. Academic achievement in reading and mathematics skills
 - b. Special programs
 - c. In-service training
 - d. MOBE team activities
 - e. Effective use of support personnel

- f. Curriculum development
 - g. Receipt and distribution of equipment and supplies
 - h. Tutoring services and Homework Centers
 - i. University support
 - j. Health services
- . Conduct appropriate on-site visitations to all local school units within the region in order to review the instructional needs of teachers, administrators, students, and parents
 - . Prepare a thorough annual report for presentation to the Superintendent

The role of the principal is to provide effective leadership, so as to create the means for children to become effective learners and for counteracting environmental deficiencies:

- . Provide educational leadership in the interpretation and improvement of curriculum as it applies to the Academic Achievement Project
- . Involve teachers in program planning and evaluating the quality of teaching
- . Maintain high expectations of teachers and regular diagnostic assessment of pupil performance
- . Make regular classroom visits to assess pupil performance as well as teaching techniques
- . Supervise preparation, procurement and distribution of instructional materials
- . Initiate a tutorial program
- . Coordinate Non-Educational Impediments Program
- . Coordinate school services and programs
- . Stimulate professional growth of the staff

- . Develop and improve community relations
- . Evaluate the effectiveness of the educational program

The role of the teacher is to facilitate improvement of skills that will upgrade children's academic achievement in the areas of reading and mathematics:

- . Utilize the Sequential Inventory of Reading Skills and Specific Objectives for Pupils' Performance in Mathematics, 1-9
- . Develop individual profiles of children charting progress in skill in reading and mathematics (child); diagnose each child's learning needs in reading and mathematics and project goals for each child
- . Develop (a) class profiles which indicate overall level of class in reading and mathematics, (b) projections of class goals in reading and mathematics achievement
- . Group children for instructional purposes within class based on common learning needs and for each group project reading and math goals
- . Interpret tests to parents; discuss with parents child's specific learning needs in reading and mathematics; indicate projections of child's mathematics and reading goals over period in question; suggest possible home helps parents could give child
- . Correlate minimum floors and diagnose learning needs of the class with existing curriculum materials
- . Feed data in regard to children's needs to principal and other building colleagues
- . Request - receive materials relevant to needs of class as evidenced by test results and minimum floors
- . Conduct self assessment in terms of the classes' specific learning needs in order to request assistance as required
- . Meet with MOBE Team and building colleagues to plan classroom experience

- . Organize and conduct classroom experiences so that each child has the opportunity to achieve, to build on minimum floors, and develop skills to the best of his ability
- . Periodically re-diagnose mathematics and reading-learning needs of children to keep projections and lessons current with progress
- . Inform parents regularly of child's progress in terms of projections and minimum floors
- . Implement policy set by central office on heterogeneous grouping
- . Utilize tutorial services that have been made available

CHAPTER III

THE MODEL CLASSROOM IN THE ACADEMIC ACHIEVEMENT PROJECT

The efforts of school personnel in the implementation of the Academic Achievement Project are directed to establishing the "Model Classroom" as the rule rather than the exception in the District's schools. This model for classroom organization and operation is characterized by the best application of the Project's essential components.

- . Minimum floors are used effectively as the basis for instruction in reading and mathematics
- . Learning experiences established for students are prescribed in accordance with students' performance on minimum floors
- . Lesson plans and the actual lesson of the teacher reflect the application of the minimum floors as instructional guides
- . Teacher made and pupil made instructional materials geared to the minimum floors are used frequently by students
- . Re-diagnosing in reading and mathematics is accomplished periodically by the teachers in order to keep projections and lessons current with progress
- . High standards of expectations are communicated to students and parents
- . Normal students are successfully mastering the minimum floors for their respective levels
- . Functional learning centers are set up for students' use in skill development, and instructional materials conducive to learning are in evidence
- . Students are working individually and in groups
- . Standard English is taught and used in the classroom
- . Data on students' needs are communicated to the principal and other building colleagues

- . Teacher requests and receives instructional materials relevant to needs of the class
- . Teacher makes self assessment in terms of the students' needs and requests support and assistance as required
- . Reading methods and materials developed by the MOBE team are used to meet the learning needs of each individual student
- . Skills in oral and written communication are systematically developed
- . Sequential Inventory of Reading Skills and Specific Objectives for Pupils' Performance in Mathematics are utilized
- . Student profiles are maintained by the teacher and are used to record both the progress and needs of students
- . Class profiles, which indicate overall level of the progress of students in reading and mathematics, are accurately maintained and conspicuously displayed in a dimension easily interpreted by pupils, administrators, and parents
- . Students are grouped heterogeneously for instruction
- . Tests are used diagnostically and are administered systematically by the **teacher**
- . Test results are interpreted to parents
- . Teacher meets with members of the Mobilization Team to coordinate the overall instructional program
- . Students are tutoring their peers
- . Adult tutors are serving as an integral part of the overall process of instruction
- . Visitations by parents are occurring and parents are always welcome

- . Teacher is effectively involved in a variety of staff development activities both as a contributor and a receiver

It is fair to say that some of these activities are occurring in classrooms across the city. It is the goal of the Superintendent that by the close of next school year, 1971-72, 90% of our classrooms will be functioning at the level of criteria established for the "Model Classroom." This is an ambitious goal, but the Academic Achievement Project mandates that we strive for the maximum in our efforts to produce dramatic achievement gains in reading and mathematics.

CHAPTER IV

INSTRUCTIONAL SUPPORTS FOR THE ACADEMIC ACHIEVEMENT PROJECT

The delivery of support services at the local school level is one of the major elements upon which the successful upgrading of the educational achievement of all students is based. Many of these services will be located within the school; others will emanate from regional and/or central offices. Instructional support services which have been developed are as follows:

Tutorial Services

The tutorial services are intended to supplement the efforts of the classroom teacher in raising reading and mathematics levels. Largely dependent upon the voluntary assistance of parents, students, former teachers and other retired persons as tutors, a number of tutorial activities are being employed to reinforce classroom learning according to the individual needs of students. Students will work with other students; teachers will have more time to individualize instruction; and parents can help their own and other youngsters learn to read and to compute.

Homework Centers

Homework centers are in most elementary schools and in all junior high schools.

These centers are operated during and after school and are conducted by volunteer staff personnel including tutors, teachers, counselors, and parents.

Quiet places set aside for study, the centers provide adult assistance for students.

Staff Development

A hallmark of professionalism is the continuing self-assessment and improvement of one's special competencies, the desire to keep abreast of new techniques, new knowledge and new expertise. Staff development activities for educational personnel are based, additionally, on diagnosed pupil needs and the varying degrees of instructional skills of such personnel to meet those needs. Particular emphasis is placed on the techniques of teaching reading and mathematics, at all administrative and supervisory levels.

Higher Education

The Office of College and University Affairs provides a supportive resource for implementation of the Academic Achievement Project through the Department of Instruction.

Instructional Guides and Materials

The selection and development of instructional guides and materials are critical activities. Such materials are designed to be initially and continuously stimulating, with specific orientation toward the sequential development of reading and mathematical skills.

From the classroom teacher to the staff of the Division of Instruction, efforts will be coordinated for the development of such guides.

Instructional support services which will be developed are as follows:

Assessment Teams

The Assessment Teams shall operate under the direct supervision of the Deputy Superintendent. These teams will be developed from the ranks of Area Assistant Superintendents, principals, assistant principals, and MOBE team representatives. Appointed by the Deputy Superintendent, members of an Assessment Team will conduct an annual assessment of the degree to which actual components of the Academic Achievement Project are being implemented at the local school level.

Assistance Teams

Operating from the Division of Instruction, the Assistance Team will move into a building upon call of either the Assessment Team or the building concerned. Together with the building staff, they will jointly:

- . analyze assessment findings
- . plan priorities for improvement and set objectives
- . initiate action programs, and
- . evaluate progress toward objectives and set new objectives upon which the building staff will continue work.

The Assistance Team will work intensively in one building at a time until steps toward improvement are achieved. It will plan spaced follow-up activities to support the continuing work of the building itself.

Peer Administrators Consulting in Education (PACE)

A support group to be called Peer Administrators Consulting in Education (PACE) will be established to upgrade the quality of administration on the local school level, to provide support for new and/or inexperienced principals, and to help administrators develop as instructional leaders.

The major objective of PACE will be to provide peer consultant services for principals. Using its own experience, training, and insight, the group will aid principals in developing their own capabilities.

The Curriculum Council

A K-12 Curriculum Council of supervising directors in the several instructional areas will be the core of the department. As individual specialists, these directors will provide a resource to the regional instructional supervisors in the planning and development of improved patterns of instruction. They will be responsible for coordinating the preparation of city-wide curriculum guides and standards where appropriate. Working together as an interdisciplinary team, they will review and plan methods of strengthening the pattern of instruction city-wide. While special pilot programs and innovative developments will be carried on within individual regions, the Curriculum Council will work to

stimulate and support these efforts, and to encourage their adoption city-wide when proven effective through evaluation. (The Associate Superintendent will serve as chairman of the Council.) WAE Teacher Funds are currently available for teacher participation in city-wide curriculum and staff development planning.

Instructional Resource Centers

It is proposed that Instructional Resource Centers in each region be developed so that students who continually experience massive retardation in realizing the minimum goals in mathematics and reading can be diagnostically and prescriptively treated at various levels to bring them up to grade level, if they are normal, in a phenomenally short period of time (6 weeks).

CHAPTER V

NON-INSTRUCTIONAL SUPPORTS FOR THE ACADEMIC ACHIEVEMENT PROJECT

Non-Instructional Supports

The entire area on non-instructional services has been carefully scrutinized; and after thorough examination a number of significant changes have been made which will, in our opinion, materially assist in improving the learning environment.

The major change will be the assignment of area business managers. The business manager will be in charge of budgeting, finance, purchasing, management of the building, securing and scheduling substitutes for staff development.

Health

The D. C. Public School System does not directly control the health services furnished children; this service is furnished by private agencies or the D. C. Department of Human Resources.

Currently all medical resources available to the system are being used. In the immediate future, two pilot programs involving the Office of College Affairs will begin:

- . one with Children's Hospital Center, under the auspices of George Washington University Medical Center;
- . one with Freedman's Hospital, under the auspices of Howard University Medical School.

The public schools in the areas of the two (2) hospitals will be involved in the pilot project.

Food

Through our expanded feeding program, we estimate that the increase in the number of free breakfasts and lunches served to students this year will be 3,400,000 meals.

Over the summer, we will again re-examine the criteria used by the schools for determining eligibility for free meals.

Clothing

Presently, 30 schools are operating individual school clothing centers in an attempt to meet the needs of their students. A number of schools are in the process of establishing such centers.

An additional Clothing Center will be opened at Cardozo High School in September. This Center, which is financed out of Title I funds, is in addition to the one presently in operation at the school.

Textbooks

Principals have completed ordering textbooks for the coming school year, and by July 1st all textbook orders will have been processed through the Business Office and should be in the schools prior to the opening of school. In the event a company fails to deliver books to a particular school and the school notifies the Business Office, the Business Office will telephone the publisher in an effort to expedite the delivery.

Supplies

There has been developed a list of RED LINE items, basic supplies, which will be delivered to all schools prior to the opening of school. In addition, the HOT LINE (the emergency delivery system) will be in operation and principals may, after making a telephone call to the warehouse, go or send to the Adams Place warehouse to pick up emergency orders.

The capacity to handle supplies has increased with the addition of six people in the warehouse, the installation of a computer terminal which connects to the GSA warehouse, an improved transportation system, and more "direct to the building" delivery of supplies.

Equipment

For the first time in many years, principals have the right to select and order the equipment needed in their schools. Funds are allocated to the schools on a per pupil basis, which school personnel can spend for equipment they consider necessary for the operation of the educational program.

Transportation

Buses will be available to transport children from overcrowded to undercrowded schools. During the school day, these same buses will be utilized to transport children for enrichment activities.

Custodial Services

The problems connected with building cleanliness may become minimal because of improved repair services, the custodial training program, the development of a better custodial supply system, the purchase of 400 trash containers, the expanded use of trash compactors, and the beginnings of a substitute custodial program.

Repairs

Our capacity to respond to repairs has increased during this past year, largely due to the monthly visit to all schools by the Pilot Squad which handles most minor repairs. It thus frees the D. C. Repair Shop crews or contractors to do the major work. In addition, the Flying Squad has proven most valuable in handling emergency requests.

Procurement and Delivery of Supplies

This year has seen an improvement in the delivery of supplies into the classroom because of the following major steps taken by the Business Department:

- . Introduced single line requisitions as opposed to multiple requisitioning. This method provides for a more rapid delivery of individual items.
- . Introduced an inventory-control system which, for the first time, permits the schools to identify continuing supply needs on a programmed basis. Once the system is installed in the schools, they will know when to order and what to order for maintenance of their basic supply needs. This ensures that all schools' basic needs (bread and butter items) will be met in September.
- . Established a system for ordering textbooks based on a computer consolidation serving as the direct order to the contractor. This system eliminates purchase order typing.

CHAPTER VI

STAFF DEVELOPMENT: NEEDS, PRIORITIES AND PROCESSES

Implicit in the implementation of the Academic Achievement Project are twelve PRIORITY AREAS for staff development. These twelve areas are not intended to be all-inclusive nor to imply that each person should participate in all of the identified activities. The areas have been organized into four groupings: (1) Administrators/Supervisors; (2) Teachers; (3) Joint Activities-Administrators/Supervisors and Teachers; (4) Processes

Administrators/Supervisors

- . Preparing supervisors and principals to cope more successfully with the implementation of the critical elements of the Academic Achievement Project
- . Development and application of an orientation and training program for principals and assistant principals
- . Sensitizing administrators/supervisors to create an atmosphere in which teachers feel free to explore alternate strategies in teaching
- . Development of a training program to improve the managerial aspects of the conduct of school affairs

Teachers

- . Preparing a cadre of teachers who can serve as group leaders for other teachers in a staff development role in order to increase significantly the number of school personnel who are capable of giving expert assistance to the advancement of the critical elements of the AAP
- . General upgrading of expertise of teachers in the area of reading, writing, and oral communications, and in the area of mathematics
- . Providing continuing intensive support for beginning teachers in their first three years

Joint Activities - Administrators/Supervisors and Teachers

- . Providing direct assistance to classroom teachers and principals in the fulfillment of and resolution of their responsibilities to the following areas:
 - a. development of instructional materials geared to the minimum floors and sequential inventory of skills
 - b. development of diagnostic skills and materials
 - c. organization of heterogeneous grouping
 - d. instruction for multi-level groupings
 - e. utilization of mobilization teams
 - f. administration and interpretation of tests
 - g. development of tutorial programs
 - h. utilization of paraprofessionals, volunteers, etc.

- . Developing instructional guides to be used by classroom teachers for each subject area housed in the Division of Instruction
- . Developing a brochure by each department in the school system outlining its specific functions and support services
- . Developing specific teams of specialists such as mobilization teams, peer support teams, assistance teams, assessment teams, etc.
- . Developing an orientation program to acquaint all school personnel with the educational implications and the procedural essentials of reorganization of administrative and instructional services in the school system
- . Developing a program of orientation by each DIVISION (Personnel, Business Administration, etc.) and unattached departments in the school system for participation by principals and teachers

Processes

Wherever possible, the basic pattern for staff development activities should provide for a multiplier effect and for follow-up on a one-to-one basis or with "team" assistance. In general, staff development activities will include the following basic patterns:

- . On-site local school in-service activities under the leadership of school administrators; local school staffs to implement on-going in-service activities.
- . Cross-school in-service activities. Cross-school workshops are initiated on a continuing basis through the year to meet evolving in-service needs and maximize local school strengths.
- . Regional workshops for professional and paraprofessional personnel. Regional workshops will be responsive to the needs of local school staff, pupils, and the community within which they are located.

Major consideration is given to the attainment of appropriate knowledges and skills to allow for effective program implementation at the local school level.

- . Leadership training activities are to strengthen and sharpen the skills of administrators and teachers who function in leadership roles.
 - a. Summer Institute has been designed as a Leadership and Skills Workshop for 250 teachers and administrators.
 - b. Thirty-five teachers will participate in a Leadership Seminar, "Strategy for Change in the School," conducted cooperatively between the D. C. Public Schools and George Washington University.
 - c. More than fifty supervisory personnel will participate in a two and one-half day conference to appraise the role of the supervisor in the '70's.

CHAPTER VII

ASSESSMENT OF STUDENT ACHIEVEMENT

The fundamental purpose of achievement testing in schools is to provide educators with information on which to base decisions about educational strategies. The kinds of decisions that need to be made should therefore determine the kinds of testing that are undertaken. In large city school systems today, there are at least two major kinds of decisions: decisions that are related to system-wide policy, and decisions that shape classroom management. These two major decision areas require distinctly different kinds of testing strategies. In the case of system-wide decisions, test results are appropriately brought to bear on such issues as accountability and the grouping of students for instruction. In the case of classroom decisions, **test results** should aid the teacher in determining where each child stands with respect to the goals of instruction and in establishing individualized schemes of instruction.

There has been increased attention to criterion-referenced measurements which relate test performance to absolute standards (minimum skill expectancies) rather than to the performance of others.

Criterion-referenced measures are those which are used to ascertain an individual's progress with respect to some criterion, i.e., performance standard. It is because the individual is compared with some established criterion, rather than other individuals, that these measures are described as criterion-referenced. The meaningfulness of an individual score is not dependent on comparison to others.

... Norm-referenced measures are those which are used to ascertain an individual's performance in relationship to the performance of other individuals on the same measuring device. The meaningfulness of the individual score emerges from the comparison. It is because the individual is compared with some normative group that such

measures are described as norm-referenced. Most standardized tests of achievement or intellectual ability can be classified as norm-reference measures. 1/

Criterion-referenced items represent a set of situations which a student should deal with correctly if he is to demonstrate proficiency in the desired skill. We have called these expectancies minimum floors, representing the basic reading and mathematics skill expectancies cumulative at certain levels where promotion is considered critical, i.e., grade 3, 6 on the elementary level. These minimal floors and objectives are then to be used as a basis for the development of specific test items, which collectively constitute a criterion-referenced assessment tool.

It is not reasonable to expect a school system to itemize and finalize a comprehensive set of objectives and to construct criterion-referenced measures related to minimum floors without some refinement over time of the minimal floors that have been originally proposed. Empirical indices of what should be "minimum" is needed from the instructional staff, and as these refinements are brought to light, changes should be effected in curriculum expectations and in assessment devices. In other words, the intent would be to make the tasks students are expected to perform (minimum skill expectancies) congruent with curriculum objectives and criterion-referenced assessment. The emphasis on proficiency, at least at the minimum floor level forces the school staff to focus on both instructional process and the outcomes of instruction, rather than on process alone.

Determining proficiency standards or minimum floors is to a large extent arbitrary. Whether a student's performance is good enough to permit him to begin instruction (promotion) in new skills is a matter of professional judgment based on minimal expectancies, assessment data, and a complex of other factors. For this reason each pupil requires a separate judgment.

When a school system is committed to improving the achievement level of its students, and to focusing on the outcomes of instruction, reporting school progress using a criterion-referenced measurement system based on minimum skill expectancies follows logically.

1/ W. James Popham and T. R. Husek, "Implications of Criterion-Referenced Measurement," Journal of Educational Measurement, Spring, 1969, pp. 1-9.

The developmental task on the criterion referenced tests is in progress. The work that has been done shows that in order for all objectives and minimum floors, as stated in the document used during the current school year, to be measured by a paper and pencil test, a revision of the form of certain statements must be made. Therefore, during July and August 1971 a careful review of the mathematics and reading objectives will be undertaken. Criterion-referenced tests can then be developed on the resulting behaviorally stated objectives.

The schedule for the use of the criterion-referenced tests is that the reading criterion-referenced test in grades 4 and 6 will be given during October 1971 and again in May 1972. However, the reading criterion-referenced tests at other grade levels and the mathematics criterion-referenced tests at all grade levels will be developed and pilot tested during the school year 1971-72. Criterion-referenced tests in mathematics and reading will then be administered to all grade levels in the fall of 1972 and the spring of 1973.

It must be emphasized again that with the criterion-referenced tests it will be possible to assess the individual student's mastery of the instructional objectives and the minimum floors developed as a part of the Academic Achievement Project. On the basis of this information teachers will be able to determine the student's weaknesses and strengths and will then plan the instructional program to meet the student's needs.

Standardized achievement testing will also be administered on a continuing basis. It is important that the school system have the data to compare its progress from year to year both locally and around the country. System-wide decisions require the information provided by such a testing program.

CHAPTER VIII

HETEROGENEOUS GROUPING

Among the requisites which are a part of the Academic Achievement Project as written by Dr. Kenneth Clark is the following:

"... it is necessary that all classes in the elementary and junior high schools of the Washington, D. C. Public School System be organized in terms of the reality of the variety of ability and differential talents among individual human beings, i.e., heterogeneous groupings. Studies indicate that in programs based on homogeneous groupings, children assigned to lower level classes are educationally damaged and personally rejected by such assignment -- and, certainly, children who are assigned to superior classes are not benefitted to a degree sufficient to balance the humiliation inflicted upon the other students."

The Superintendent is committed to the implementation of this requirement and believes that the integrity of this concept can be maintained and at the same time the instructional capabilities of teachers can be improved if the range of differences within and among groups is reduced to more manageable limits.

Thus, with these two objectives in mind, i.e. (1) maintaining heterogeneity in groupings and (2) reducing the range of abilities with which a teacher must deal, the Superintendent proposes the following:

- . That the grouping of children for September be based primarily on performance on the reading tests administered in May, 1971.
- . That classes in given grades in a school be overlapping in terms of the range of abilities in each.

Example:

Assume that there are 150 fifth graders to be assigned to five teachers, each having 30 pupils in his class. Arrange test results in descending order from highest score to lowest score. Divide into groups of five beginning with the highest score, then arrange as follows:

6th grade

Teacher:

A		B		C		D		E	
1st	5	2nd	5	3rd	5	4th	5	5th	5
6th	5	7th	5	8th	5	9th	5	10th	5
11th	5	12th	5	13th	5	14th	5	15th	5
16th	5	17th	5	18th	5	19th	5	20th	5
21st	5	22nd	5	23rd	5	24th	5	25th	5
26th	5	27th	5	28th	5	29th	5	30th	5

Attempts will be made to maintain maximum mix by race, sex and socio-economic status.

This arrangement maintains heterogeneity and at the same time reduces the range of abilities with which a teacher must deal.

With the adoption of this procedure, the Superintendent believes that the goals of the Academic Achievement Project will be more quickly realized.

CHAPTER IX

STUDENT PROMOTION

There is no perfectly acceptable rationale for grading pupil performance in reference to commonly applied standards of expected performance for a heterogeneously ordered school population. Educators have not been successful in coping with the fact that any system established for grading the performance of students on a standardized level of expectancy is contrary to the premises that there are individualized differences among students and that students in their growth and development, physically and intellectually, progress at varying rates.

Research data indicate that in the United States, the achievement range of pupils is more than three years from top to bottom in a third grade class, more than four years in a fourth grade class, and so on. It notes further, that less than 15% of a fourth grade class is at grade level in all subjects by mid-year, even when fourth grade class is defined as a full-year spread in attainment from 4.0 to 4.9. This gross variability even characterizes those classes which are described as homogeneous in chronological age. Group variability in regard to any aspect of schooling is further confounded by individual differences in ability, interest and energy. Further support for the concept of variability is reflected in the data which also reveal that the mental age range in a group of six year olds entering first grade is more than three years.

In the main, the **D.C. Public** Schools are organized on the basis of established grade levels (K-12). The graded organization has more credibility as an administrative technique for moving students logistically than it has as a mechanism for responding to grouping and assessing students for instruction. Some form of non-grading would be more consistent with the Academic Achievement Project which recognizes the critical importance of meeting the individual needs and differences of students. The concept of individualization of instruction which the Academic Achievement Project supports is based on an understanding and acceptance of the fact that students do tend to develop at varying rates.

Established standards which are clear to all are essential to the effective realization of the purpose of public education; but standards based on varying rates in patterns of human growth and development and the particular needs and differences of each student cannot become the justification for perpetuating injustices and inequities in the grading and promotion of students. The grading and promotion of students should be predicated on a commitment to the belief that normal students will achieve in accordance with a normal distribution curve for measuring achievement. The goal for the school system for next year is an average gain of 10 months for each grade. The school system must facilitate this process by giving maximum assistance to students in achieving their innate potential for intellectual growth and development. Thus, a rationale for promotion must place the emphasis on good assistance rather than rejection; on success rather than failure.

Many normal students are impeded in the learning process by cumulative deficiencies which **prevent** their coming up to grade standards. A policy of non-promotion cannot be offered as a solution to this problem. Research indicates that non-promoted students achieve no more during their year of repetition than their promoted equally slow learning age mates. The evidence points out, in fact, that students who are retained often show up less well on achievement tests after a year of repeating the grade than before doing so. This statement should not be construed to mean that non-promotions should never occur, but rather that they not occur at each grade level. It is reasonable to expect that pupils who are both young for the grade and retarded academically should be able to profit from comprehensive focus on skills development through retentions in grades 3,6, and 9. Social promotion as an alternative is less than satisfactory. This practice often moves the slower learner into a classroom environment which places even greater demands on him. A student who is labeled a failure by the school and one who is continuously faced with little or no opportunity to experience success and wholesome and positive feelings of self-worth generally comes to regard himself as a failure.

An interim promotional policy is recommended for the Public Schools of the District of Columbia. The promotional practices for the school year 1971-72 will be as stated here.

- . The critical periods for assessment resulting in possible retention will be at grades 3, 6, and 9.
- . The establishment of critical periods at the grade levels designated above is based upon the fact that grades K-3 are considered the developmental growth-learning periods focusing on the student as an individual. Grades 4-6 is a period where the focus is more the subject matter in relation to the student --

requiring and assuming that certain skills have been attained at the developmental levels. This pattern continues on through to the high school years with more emphasis on content and less on the individual, thus leading to the assumption that students efficient in the skills of reading and computation, for example, will be effective in the secondary program.

Behavioral objectives applied to designated segments of a school curriculum should lead automatically to continuous progress based upon students' attainments of these goals.

There will be a continuous evaluation of student growth. This deliberate and careful evaluation and screening of students will be for the purposes of assessing needs as well as progress toward achieving specific objectives in reading and mathematics.

Teachers in meeting their instructional responsibilities with students shall adhere to the appropriate minimum floors in establishing the basis for their instruction in reading and mathematics. Every effort will be made to provide instructional assistance and supportive services to teachers in the development and utilization of instructional techniques and materials which will provide maximum opportunities and challenges for students who have the ability to achieve on levels higher than the minimum floors. Those students who have not mastered the established expected performance levels at the end of grades K-2, 4-5, and 7-8 are not retained. They will continue their instruction in mathematics and reading at the highest level of mastery on a particular floor that has been achieved prior to being advanced at the next sequentially ordered minimum floor. Students will not be retained in a particular grade level until the **period deemed** most critical for retention, grades 3, 6, and 9. Those who do not master the established expected performance levels for K-3, 4-6, and 7-9 will be given a comprehensive program of intensified instruction in mathematics or reading until they have achieved the established performance expectations.

Normal students who continually experience retardation in realizing the minimum goals in mathematics and reading will be diagnostically and prescriptively treated at all levels to bring them up to grade level.

Standards are essential to the instructional process, but standards should never be used as justification for undue interpretation of the student's growth and development. The nongraded system is based on the notion that graded levels are not symbolic of the growth pattern of students. This promotional practice is consistent with the pattern of growth and development of students.

CHAPTER X

ASSESSMENT OF THE ACADEMIC ACHIEVEMENT PROJECT

Since each of the many components of the project has such a direct influence upon the success of the total effort, it is imperative that a sophisticated evaluation schema be developed which would provide continuous up-dated information with regard to the effectiveness of each critical component.

Such an evaluation plan would include provision for measuring the degree of success or failure of each critical component of the program relative to its effect on the overall implementation effort, in addition to its collective impact. Some means must be devised to determine which aspects of the implementation operation are successful and why, which programs should be replicated or expanded and which programs should be modified or abandoned. This implies the precise formulation of objectives, identification of appropriate criteria for measuring success, determination of degree of success, explanation of why the program was successful or unsuccessful and recommendations for future program activity.

Research must provide answers to the kinds of questions which must be asked in order to ensure the success of the total implementation effort. Answers are required to such questions as - "How good is the program?" "What effect is it having?" "Why is this program successful (or a failure)?" "Is this program more effective than some alternative program?" For every critical element of the AAP, there is a need to measure the positive and negative effects of each significant action taken to achieve some predetermined objective.

Responsibility for the overall assessment of the AAP has been assigned to the Department of Research and Evaluation. Outside consultative assistance will be secured as may be needed to supplement the capability which presently resides in that department. Steps are now being taken to develop a comprehensive evaluation schema prior to the opening of school in September, 1971. Whatever plan is adopted for assessing the overall AAP implementation effort will incorporate a regular reporting system for specified personnel, including monthly reports from principals, quarterly reports from Assistant Superintendents and periodic reports from teachers and other key personnel. Assessment teams will be formed under the supervision of the Deputy Superintendent to conduct bi-annual assessments of the degree to which the components of the AAP are being implemented in the schools.

The following design has been developed for the assessment of the implementation of the Academic Achievement Project:

Assessment Plan

- . Develop a master list of Academic Achievement Project components
 - a. conceptual
 - b. organizational
- . Establish or consolidate criteria for assessing implementation of each component
- . Determine status of present data collection efforts related to Academic Achievement Project components
- . Establish requirements for further data collection so that all Academic Achievement Project components are assessed
- . Allocate additional data collection responsibilities with reference to components
- . Design necessary instruments and collect required data

- . Establish a mechanism for collating all data collected
- . Analyze, interpret and synthesize results
- . Prepare final report

It should be noted that the Academic Achievement Project is developmental and that the plan for assessing its implementation must therefore be flexible. It should also be recognized that the real value of the assessment program is in the immediate feedback it gives to Project administrators and participants.

CHAPTER XI

IMPLEMENTATION SCHEDULE: ACADEMIC ACHIEVEMENT PROJECT

This condensed implementation plan gives a skeletal structure of the major items that must be included as part of the complete plan.

Responsibilities are established for all levels, ranging from the classroom teacher through the principal, the Area Assistant Superintendent and his staff to the Superintendent and all central office units.

Effective continuation of the Academic Achievement Project and the schedule of implementation activities require a clear understanding of responsibilities at all levels within the school system. All roles within the total organization are critical, although the report places special emphasis upon the roles of the principal and the school level Mobilization Teams to provide instructional leadership. For example:

- . Classroom level: The teacher will develop profiles of individual students from the results of current achievement tests, and plan appropriate learning programs for individualized instruction.
- . School level: Principals and MOBE teams will utilize classroom profiles compiled from current student achievement tests and individual student profiles, identify appropriate organization and support at the building level, and assist teachers in planning instructional programs.
- . Area level: Area Assistant Superintendents, area supervisors, and Assistance Teams will compile school level profiles into an area profile as the basis for special programs and for sharing with area schools those programs and ideas which are enjoying above average success.

- . Central Office: The Division of Instruction with the assistance of the Division of Research, Planning and Evaluation will develop a system-wide profile of student achievement, and with the assistance of all support units provide instructional materials and other services and training for administrators and teachers.

This example illustrates the cooperative responsibility that will be assumed throughout the total organization of the school system.

The implementation plan focuses upon school level and classroom level events. The schedule begins with May of this year and carries through a full year of instructional support action. Activities are divided into five phases.

PHASE I - Pre-Workshop Activities (May-June)

Major efforts will be **oriented** toward the following activities:

- . Selection of leadership teams within each building
- . Identification of participants for summer workshop
- . Provisions for the necessary pre-workshop resource materials for leadership team members (principal, MOBE team leaders, mathematics resource persons, Assistance Team members, and one parent aide from each building)

A cluster of up to ten students (five having reading problems and five having mathematics problems) will also be selected from each school for participation in the Leadership Workshop.

PHASE II - Summer Institute (June 28 to July 23, plus one week evaluation)

The Leadership Workshop will focus on leadership training and skills development with a primary emphasis upon techniques of teaching reading and mathematics.

- . Participants

Students identified as having reading and mathematics problems (elementary and secondary)

MOBE Team members

130 Principals, and/or Assistant Principals (65)

Area Assistant Superintendents

The Institute will consist of:

- . Two to four week sessions for students
- . Four week sessions for administrators in field planning, building implementation, leadership and organizational skills, and evaluation

Projected Outcomes:

- . Revised and up-dated building profiles
- . Crystallized building in-service plans
- . Refined instructional goals
- . Structured area-wide staff development plans
- . Published materials and information kits for new teachers
- . Specified guidelines for new principal/teacher leadership skills
- . Explicit preparation of school staff to understand and administer tests to be given in the fall
- . Detailed description of a sample preparation for a demonstration school

Other summer institutes are being planned; however, until the level of staff development funds for FY 72 is clarified, it is impossible to make specific plans.

PHASE III - Planning and Teacher Orientation (August-September)

During this phase, Institute participants will be responsible for making input in refining and completing those building level implementation plans that they began developing during the Leadership Workshop.

Each MOBE Team will be responsible for the design, implementation and evaluation of building level teacher orientation activities.

PHASE IV - Implementation (from completion of teacher orientation to next system-wide student achievement testing date - February 1972)

This is the phase in which the building and Assistance Teams will be responsible for fully implementing the various components of their building implementation plan.

Examples of Activities:

- . Full implementation of plan prepared by principal during summer workshop
- . Development of alternative methods of instruction which will maximize pupil progress
- . Building and Area Assistance Team Checklists will be completed by MOBE Teams
- . Checklist information compiled into classroom building and area reports

PHASE V - Student Impact - Evaluation and Re-Design (March-May 1972)

During the evaluation and re-design period, the major attention of Assessment Teams will be placed upon the impact of the implementation phase activities upon student achievement. On the basis of their assessment, assistance and building teams will be responsible for re-designing implementation plans to meet more effectively specific teacher and student needs.

Data will also be compiled for a system-wide report on the effectiveness of the Mobilization Year activities.

Examples of Activities:

- . Assessment of student achievement gains using latest test scores
- . Redistribution of internal resources as needed
- . Program modification as needed
- . Preparation of new profiles with current data

- . Request for unavailable resources
- . Dissemination of information on most effective program
- . Evaluation of strengths and weaknesses of each school
- . Follow-up planning

Units within the system are developing checklists for their activities following the five phases.

The Board of Education and community will be informed at all levels of the organization and operation of the Academic Achievement Project.

- . Classroom teachers will discuss individual student profiles with parents
- . Principals will report to Parent-Teacher and Home and School Associations
- . Area Assistant Superintendents will involve parent and community advisory groups in their consideration of school and area needs
- . Informally, members of the Board of Education will receive input from all of these levels
- . Finally, the Superintendent will provide the Board with periodic reports of the activities of the project as the phases of the Implementation Schedule progress.

DISTRICT OF COLUMBIA STATE PLAN

FOR

VOCATIONAL EDUCATION

PART III

ANNUAL PROGRAM PLAN PROVISIONS

BOARD OF EDUCATION

OF THE

DISTRICT OF COLUMBIA

4.0 State Research and Training in Vocational Education.

4.1 Research Coordination Units.

4.2 Grants and Contracts.

5.0 Exemplary Programs and Projects.

5.1 Planning.

5.2 Establishment, Operation, and Evaluation.

6.0 Residential Schools.

6.1 Planning.

6.2 Construction.

6.3 Operation.

7.0 Consumer and Homemaking Programs.

7.1 Instruction.

7.2 Ancillary Services and Activities.

8.0 Cooperative Vocational Education Programs.

8.1 Instruction.

8.2 Ancillary Services and Activities.

9.0 Work-study Programs.

9.1 Student Compensation.

9.2 Plan Development and Administration.

Part III - Appendix

1.2 Transfer of Allotments

1.0 General**1.1 Summary of Allocations of Funds**

Table 1 sets forth estimates for FY1970.

1.2 Transfer of Allotments

No request for transfer of funds anticipated.
(See Appendix 1.2)

1.3 Other Vocational Education Programs

State funds will be provided for programs in addition to State Plan Programs in Business and Office Occupations in twelve (12) senior high schools, Data Processing in one (1) senior high school, and Distributive Education in ten (10) senior high schools. In addition to handling the needs of regular students, many of these programs will serve the needs of the disadvantaged population. The complexities in variation and administration of these programs make it impossible for vocational education to collect and assemble data which adequately reflects enrollment and expenditures.

Sources of Federal funding which contribute to vocational objectives either under or separate from this State Plan include: .

- a. Title I, ESEA.
- b. Amendments to Title III, ESEA, Adult Basic Education.
- c. State funds also will provide a six-week Summer Orientation Program for 400 students, grades 7, 8, 9 and 10 in the regular academic program.
- d. Adult programs, both day and evening, full-time and part-time, will be State funded to provide a wide variety of programs involving training for employment, one of the largest being in Business and Office Occupations as an area of critical shortage, and in academic subjects at all grade levels which contribute to the employability or upgrading of adults.

Table I
Estimated Allocation of Funds
for State Vocational Education Programs

State <u>District of Columbia</u>	Fiscal Year <u>1970</u>			
Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part B. State Programs				
Secondary	\$ 1,037,114	\$ 108,227	\$ 928,887	
Post Secondary.....	<u>377,447</u>	98,000	279,447	
Adult.....	140,757	70,000	70,757	
Disadvantaged.....	206,484	98,000	108,484	
Handicapped.....	132,000	66,000	66,000	
Contracted Instruction.....	- 0 -	- 0 -	- 0 -	
Guidance and Counseling.....	21,502	10,000	11,502	
Construction of Area Vocational Schools	39,000	- 0 -	30,000	
Ancillary Services (Total)	397,808	200,000	197,808	
Administration and Supervision....	387,908	200,000	187,908	
Evaluation.....	- 0 -	- 0 -	- 0 -	
Teacher Training.....	9,900	- 0 -	9,900	
Research and Demonstration Projects	- 0 -	- 0 -	- 0 -	
Curriculum Development.....	- 0 -	- 0 -	- 0 -	
Total	\$ 2,343,112	\$ 650,227	\$ 1,692,885	
Section 102(b) State Programs				
Disadvantaged.....	\$ 206,484	\$ 98,000	\$ 108,484	

Note: Estimate of expenditures as projected in accordance with the policies and procedures in the State plan.

State District of Columbia

Table I (Cont'd)

Fiscal Year 1970Estimated Allocation of Funds for
State Vocational Education Programs

Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part C. Research (Total) RCU Grants and Contracts	\$ 30,000	\$ 15,000	\$ 15,000	
Part D. Exemplary Programs (Total) Planning Operating	432,386	103,870	328,516	
Part E. Residential (State) (Total) Planning Construction Operation	- 0 -	- 0 -	- 0 -	
Part F. Consumer and Homemaking (Total) Instruction Ancillary	$\frac{202,014}{184,170}$ 17,844	$\frac{41,029}{41,029}$ -0-	$\frac{160,985}{143,141}$ 17,844	
Part G. Cooperative Programs (Total) Instruction Ancillary	$\frac{421,706}{402,761}$ 18,945	$\frac{210,853}{202,253}$ 8,600	$\frac{210,853}{200,503}$ 10,350	
Part H. Work-study Student Compensation Administration (Total)	- 0 -	- 0 -	- 0 -	

Note: Estimates of expenditures as projected in accordance with the policies and procedures in the State plan.

2.0 State Vocational Education Programs (Part B, Section 102(a) of the Act)

2.1 Instructional Programs

2.11 Summary

Tables 2, 3, and 4 summarize the District of Columbia Program of vocational instruction for FY1970.

2.12 Persons to be Served

In the allocation of funds for the five categories of persons to be served, it is necessary for the State to consider the following:

- a. The mandatory percentage requirements of the Act:
- b. The estimated funds available, both local and federal, and;
- c. The necessity for adapting programs and presently employed personnel to the goals and objectives of the new legislation.

All vocational training programs, other than those referred to in 1.3 of this Part, are funded under this plan. The inadequacies apparent in the information provided in Part II of this plan concerning the numbers of persons served and the variety of offerings are generally attributable to funding and space limitations and the organizational structure of the total school system. A recently completed report of a Task Force on Vocational Education contains far-reaching recommendations which, it is anticipated, will materially improve the situation. These recommendations are under consideration by the State Board at this time.

2.12-1 Secondary (persons in high school)

The goals and objectives projected in Section 5.1 of Part II anticipate an increase of 3% in students enrolled in vocational education, or 15% of all secondary school students who will be enrolled in vocational education for FY1970. The anticipated enrollment is shown in Table 3 of Part II.

The anticipated expenditures at the secondary level reflected in Table 1 of Part III, generally provide for

Table 2

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
		Continuing	Expanded			
Greenhouse & Landscaping 01.0500	A S	1 1	1	(1) 2	93 40	65 13
Retailing (General Miscellaneous) 04.0117	S	5		5	180	100
Food Distribution 04.0105	A	1	1	2	150	140
Food Services 04.0106	A	1		1	300	300
Insurance 04.0112	A		1	1	50	50
Management (General Miscellaneous) 04.0113	A	1		1	50	50
General Merchandise 04.0108	A	1	2	(1)	150	130
Real Estate 04.0116	A	1		1	50	45
Dental Assistants 07.0101	PS	1		3	77	52
Hospital Food Supervisors 07.0208	A	1		1	70	70
Medical Laboratory Assistant 07.0203	PS	1		4	64	32
Nurses Aides 07.0206	A PS	1 1	1	2 2	80 120	70 100
Practical Nursing 07.0205	S PS A	1 2 1	1	2 15 3	95 168 45	24 113 30
Surgical Technicians 07.0213	PS	1		1	24	20

Table 2 (Cont'd)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose	Number of Continuing	Programs Expanded	Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
Child Study 09.0102	S	3		3	111	111
Clothing 09.0103	S A	7 10		7 10	460 845	460 845
Consumer Education 09.0104	S A	2 1		2 (1)	71 27	71 27
Family Living 09.0100	S A	1 1		1 (1)	97 87	97 87
Foods & Nutrition 09.0107	S D-S	3 2		(3) 2	167 40	167 10
Home Management 09.0108	S A	3 1		3(1) 1	62 20	62 20
Tailoring 17.3302	S	2		2	50	12
Supportive Services 09.0299	D-S	1		(1)	(45)	(45)
Food Services 09.0203	S	1		(1)	32	32
Care & Guidance of Children 09.0201	A S D-S	5 3 1		5 (3) 1	54 138 20	17 138 5
09.9900 (Other Specify)						
Millinery & Knitting	A	4		4	459	459
Business Data Processing 14.0200	S PS	1 1	1	2 1	50 40	48 30
Filing, Office Machines, etc. 14.0300	S	5		9	270	90

Table 2 (Cont'd)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
		Continuing	Expanded			
General Office, Clerical 14.0300	S	5		10	300	100
Stenographic, Secretarial & Related 14.0700	S	3		5	177	170
Typing & Related 14.0900	S D-S	5 1	1	5 1	200 55	175 50
Electronic Technology 16.0108	PS	1		1	23	23
Advanced Building Construction 17.3700	S	1		1	36	9
Advertising Art 17.0700	S A	1 1		1 (1)	32 14	5 9
Automobile Body & Rebuilding 17.0301	S PS	2 1		2 1	52 20	20 10
Automobile Repair & Service 17.0302	A S D-S	1 2 2		1 4 2	36 110 74	12 33 28
Automatic Transmissions 17.0303	S A	1 1		1 1	15 15	12 12
Baking 17.2901	S	1		1	21	7
Barbering 17.2601	D-S S PS A	1 1 2 3		1 1 2 3	16 40 60 57	5 24 30 25
Carpentry 17.1001	S A	2 1		2 5	43 124	17 31

Table 2 (Cont'd)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
		Continuing	Expanded			
Commercial Photography 17.0900	S A	1 1		1 (1)	36 10	8
Cook-Chef 17.2902	S A	2 1		2 2	41 46	20 46
Cosmetology 17.2602	S A D-S	2 3 1		3 (1)3 1	136 117 30	36 39 10
Diesel Mechanic 17.1200	S A	1 1		1 (1)	39 39	8 39
Drafting 17.1300	D-S S PS A	1 3 1 1		1 3 1 (1)	40 70 23 15	10 26 11 15
Dressmaking 17.3301	D-S P-S	2 1		2 1	58 90	26 30
Dry Cleaning 17.1601	S	1		1	12	3
Electrical Appliance and Motor Repair 17.0200	S D-S PS	2 1 1		2 1 1	47 27 20	14 7 20
Electrical House Wiring 17.1002	S PS A	2 1 1		2 1 3(1)	76 42 49	20 10 9
Gasoline Power Engines (Small) 17.3100	S	1		1	39	14
Machine Shop 17.2302	S A	2 1		2 (1)	43 25	9 7
Masonry 17.1004	S PS A	1 1 2		1 1 2(1)	43 24 50	8 18 16

Table 2 (Cont'd)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
		Continuing	Expanded			
Millwork and Cabinet Work 17.3601	S	1		2	31	10
Operating Engineers 17.1003	A	1		1	43	16
Ornamental Iron Work 17.1099	A	1		1	14	9
Remedial Lab	S P-S	5 1		5 1	(700) (200)	(550) - 0 -
Painting and Decorating 17.1005	S	1		1	39	13
Plumbing 17.1007	S	1		1	26	14
Printing-Letter Press 17.190-1	S A	3 1		3 (1)	60 12	20 4
Printing-Offset 17.1900-2	S PS A	2 1 1		2 2 (1)	73 42 18	26 14 6
Radio & Television Repair 17.1503	S PS A	4 1 1		4 2 1	70 36 23	27 21 9
Refrigerator and Air Conditioning 17.3000	S A	1 1		1 (1)	24 16	6 4
Reinforced Concrete Steel Construction 17.1099	A	1		1	13	5
Sheet Metal 17.2305	S A	1 1		1 (1)	19 37	4 5
Shoe Repair 17.3400	S	1		1	42	14
Steam Engineering 17.9900	A	2		2 (1)	176	65

Table 2 (Cont'd)

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose	Number of Programs		Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
		Continuing	Expanded			
Tailoring 17.3302	D-S S PS A	1 1 1 1		1 1 1 1(1)	15 20 40 38	5 6 18 9
Typewriter Repair/Business Machines 17.0600	S	1		1	46	13
Upholstering 17.3500	S A	1 1		1 1(1)	39 26	9 7
Wall Covering (Paperhanging) 17.1005	S	1		1	35	11
Watch Repairing 17.2100	S	1		1	33	14
Welding 17.2306	S A	1 1		1 1(1)	20 34	16 23

Table 3

New Instructional Programs Planned in FY 1970

Instructional Program (OE Code)	Purpose (1)-(4) (A), (4) (B), (6)	Number of Programs	Number of Teachers	Estimated Enrollment	Est. No. to Complete FY70
Practical Nursing 07.0205	S	2	(2)	60	
Graphic Arts Occupations 17.1900	H-(S)	1	1	16	
Electric Occupations 17.1400	H-(S)	1	1	16	
Home Furnishing, Equipment and Service 09.0204	H-(S)	1	1	16	
Auto Mechanic Cooperative Program 17.0302	G-(S)	1	1	16	16
Drywalling-Finishing & Hanging 17.1001	G-(S) G-(A)	2 1	3 (1)	24 12	24 12
Skill Cluster-Electrical, Mechanical Plastics and Materials 16.0109	D-(S)	3	3	48	40
Introduction to Vocations 17.9900	S	5	(5)	60	
Basic Electricity 17.1002	S	1	1	60	
Cooperative, Misc.	G-S	8	20	250	225
Building Maintenance & Service 17.9900	H-A	1	1	15	
Introduction to Vocations 17.9900	H-A	1	1	15	10
Home Economics, baking & sewing 09.9900	H-A	1	1	15	10

Table 4

Summary of Instructional Programs Planned

Purpose	Number of Programs			No. of Teachers	Estimated Enrollment	Estimated No. Completing
	Continuing	Expanded	New			
(1) Secondary (S)	123	3	19	146 (8)	5,115 (700)	2,081 (550)
(2) Post Secondary (PS)	20	2		41	1,113 (200)	552
(3) Adult (A)	62	6	1	74 (24)	3,577	2,847
(4) (A) Disadvantaged (D)	14		3	17	430	171
(B) Handicapped (H)			6	6	93	20
(6) Guidance and Counseling (Prevocational Instruction) (PV)	2			2	600	
TOTALS	222	11	29	286 (32)	10,928 (900)	5,671 (550)

continuation of current programs. Two new programs in the vocational high schools will be established in Practical Nursing. An enrollment of 30 students is projected for each program.

The Dry Wall Association of Washington, D. C. in co-operation with the U. S. Gypsum Corporation will assist in planning a curriculum, furnishing supplies and expertise, and in placing graduates in a new program of dry wall construction. Approximately 50-75 vocational students will be involved.

Other continuing, expanding, and new programs projected at the secondary level are indicated in Tables 2 and 3.

Table 4 of this Part indicates that 123 programs will be established.

2.12-2 Post-secondary (persons who have completed or left high school)

Twelve post-secondary programs funded under the Act will be provided in Trades and Industries in the Armstrong Adult Education Center. It is anticipated that eight programs in the Health Occupations will be operated in affiliated hospitals and other institutions with in-school training at the Armstrong Center, Burdick Vocational High School and M. M. Washington Vocational High School.

2.12-3 Adult (persons who have entered the labor market)

Adult vocational education has received emphasis in past years, however, only a small part of the State's current labor force has been involved in adult programs. This low rate of involvement of adults can be attributed to several factors, such as: (1) difficulties in recruiting students, especially those in poor socio-economic situations, and (2) competition from many other agencies and specially funded projects which offer financial inducement to enrollees.

In spite of difficulties, an enrollment of 3,577 adults is projected for FY1970. Programs will be offered in four vocational high schools, the Armstrong Adult Education Center and many community centers. Twenty-seven programs of Trades and Industries, two in Consumer and Homemaking, and six apprentice related training programs will be offered under the Act. In addition, twelve programs in Business and Office Occupations and a wide variety of courses contributing to employability will be

provided from regular school funding. Enrollments in these programs will be in addition to the enrollment stated above.

2.12-4 Disadvantaged Persons

In order to assist the estimated 43% of the vocational students in the District of Columbia, who are academically, socio-economically, or similarly handicapped, a high priority will be given to:

- a. Identification of the needs of such students,
- b. Provision of programs and activities designed to satisfy those needs. Programs in remedial education, such as six programmed learning laboratories, will be used to provide opportunities for the individual to start where he is and to continue educationally and develop occupationally. These facilities will be available to dropouts, vocational high school students, and adults who are enrolled in vocational programs. Eleven vocational shop programs designed for disadvantaged vocational high school students will be offered.

In-service teacher training programs specifically designed to improve the instruction of the disadvantaged are anticipated.

2.12-5 Handicapped Persons

During the past year, special planning activities have occurred between the Department of Special Education of the D. C. Public Schools and the Department of Vocational Education. From these sessions, each has determined his unique role in meeting the educational needs of handicapped persons.

For the first time, three vocational training programs in Graphic Arts Occupations, Electric Occupations, and Home Furnishings, Equipment and Service, will be offered for the handicapped at the Sharpe Health School. Personnel, equipment, and supplies will be provided for the implementation of these programs. Funds have been reserved for the institution of additional programs as soon as proposals can be developed by local organizations

concerned with the physically handicapped. Also for the first time, three vocational training programs will be instituted for handicapped adults at the Armstrong Adult Education Center.

2.13 Areas to be Served

The comparatively small area comprising the District of Columbia and the easy accessibility of all vocational programs to all of its residents removes the need for establishing geographical distribution or geographical priorities in the allocation of funds for vocational education for the categories of persons specified in 2.12 above or the types of areas designated in 2.1 of the long-range program plan in Part II.

2.13-1 Economically Depressed and High Unemployment Areas

See 2.13.

2.13-2 Areas of High Youth Unemployment and School Dropouts

See 2.13.

2.13-3 Areas of High Population Density

See 2.13.

2.14 Occupational Offerings

Table 1 of Part II of this State Plan was used as one factor in projecting programs to be continued, expanded, or modified in FY1970. Tables 2 and 3 of this Part III indicate projections of new, expanding, and continuing programs. It is impossible to tabulate existing program modifications as this is a continuous process.

The projected labor market information given in Table 1 of Part II cannot be considered completely accurate chiefly because of the difficulty in obtaining statistics for the "Other Sectors Output" column showing non-public output. There is little question but that the combined outputs of the public and non-public program will fall far short of meeting labor demands. Also, the vocational education output in Table 1 of Part II does not reflect adult part-time courses designed for retraining or upgrading.

It is anticipated that the recent reorganization of service offices in the D. C. Public Schools, coupled with a developing computerized data retrieval system and additional vocational staff positions, will provide, in conjunction with coordinated Employment Service and State Advisory Council activities, improved planning and programming data.

2.15 Vocational Instruction under Contract

Vocational instruction under contract is not planned at the present time.

2.2 Vocational Guidance and Counseling Programs

Guidance and counseling services are performed system-wide by the Department of Guidance and Placement of the D. C. Public Schools. The estimated funds allocated for Guidance and Counseling in Table 1 of this Part will be used for salaries of vocational counselors in the vocational high schools.

Departmental meetings will be held throughout the year to acquaint all counselors with the opportunities for training and the demands of the labor market. Vocational personnel will participate in these meetings and assist in program planning.

Summer Vocational Orientation Programs, Grades 7 - 10: It is anticipated that the six-week program, not funded under the Act, will be continued. An enrollment of four hundred boys and girls will be planned for this occupational exploration program.

2.3 Construction of Area Vocational Education Needs

2.31 Projects Planned

Table 5 of Part III indicates construction anticipated to begin during FY1970 at the Phelps Vocational High School. Funds necessary for this construction have been previously obligated. Thirty thousand dollars of State funds have been allocated to the remodeling necessary to establish a Skill Center for dropouts, secondary school students, and adults as indicated in 5.62 and Table 5 of Part II.

Table 5

Construction Projects on Which Construction Will Start in Coming Year *

Name and Address County and Cong. District	Type of School ^{1/}	Vocational Programs (Ag., DE, etc.)	Level Programs ^{2/}	Estimated Beginning Constr. Date	Estimated Completion Date	Total Cost of Project Eligible under 1968 Act	Bldg ^{3/} Cap.-	Type of Con- struction ^{4/}
District of Columbia	SS	Ag., DE, T&I	S	1970	1971	\$1,970,00	100*	Brick and concrete

* Report only construction projects which are eligible for funding under the Vocational Education Amendments of 1968.

1/ Code:

SS - Specialized Secondary
 T - Vocational-Technical Post Secondary
 HS - Regular or Comprehensive Secondary
 JC - Junior or Community College
 U - University or College
 SPS - Secondary-Post-Secondary Combination
 R - Residential Vocational Schools

3/ Vocational student capacity at any one time4/ Code:

A - Acquisition of Buildings
 E - Expansion, Alteration, or Remodeling
 N - New construction

* Addition to Phelps Vocational High School

2/ Code:

S - Secondary
 PS - Post secondary
 A - Adult
 D - Disadvantaged
 H - Handicapped

2.32 Need for Construction of Area Schools

In the District of Columbia lack of space is one of the chief obstacles blocking the expansion and development of vocational programs. Acquisition of sites suitable for new construction, involving, as it does in the District of Columbia, the approval of an array of commissions and agencies has been extremely difficult. Indications are that present facilities need to be doubled, at least, in order to provide for those in need or desirous of vocational training. If the Career Development Program described in 5.0 of Part II of this Plan is implemented, the State Board must face the problem of providing facilities for a vastly increased number of secondary level students.

2.4 Ancillary Services and Activities

2.41 Administration and Supervision

In the District of Columbia, the Department of Vocational Education serves as a State, as well as a local office. The following is a directory of the administrative and supervisory staff:

GENERAL ADMINISTRATION

Clark, Harold A.	State Director	783-6111 Ext. 537
Volland, Robert J.	Director	783-6111 Ext. 537
Lawrence, Frank B.	Assist. to the	
	Assist. Supt.	347-1665
Hinshaw, Mrs. Wanda	Admin. Asst.	347-2419
Cobb, Leona Mrs.	Admin. Clerk	347-2419
Cole, Ruby Mrs.	Admin. Clerk	783-6111 Ext. 537
Penn, Anna Mrs.	Clerk-Typist	783-6111 Ext. 537

Business Education

Polk, Mrs. Lucille	State Supervisor	783-6111 Ext. 445
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Distributive Education

Burke, Edgar S.	State Supervisor	783-6111 Ext. 445
Fortune, Betty Mrs.	Admin. Clerk	783-6111 Ext. 445

Health Occupations

Bolden, Bertha Mrs.	State Supervisor	347-1665
Robinson, Grace Mrs.	Assistant	347-1665
Waynes, Dorothy Miss	Admin. Clerk	347-1665

Home Economics

Chapman, Mrs. Erma	State Supervisor	629-4161
Conaway, Mrs. Marian	Assistant	629-4161
Holt, Mrs. Ernestine	Admin. Clerk	629-4161

Trade and Industrial Education

Hobbs, Addison	State Supervisor	347-1665
Tangman, Edward	Assistant	347-1665
Rosenberger, Erma S.	Admin. Clerk	347-1665

Evaluation

Funds for the evaluation of programs do not appear as a specific budget allocation. Program evaluation is a continuous operation in which general administration personnel, state supervisors, principals, and advisory committees participate. Much of the data involved in program evaluation is collected by the Central Administrative Offices of the system who assume the costs for such collection.

An important factor in program evaluation is the annual follow-up study of secondary and post-secondary students who have completed vocational training during the year.

It is anticipated that all vocational personnel will cooperate with and assist the State Vocational Advisory Council in its mandatory evaluative activities.

A position of Research Associate will be provided, funding available, in the Office of Planning, Research and Evaluation of the Public Schools. One function of this person will be that of assisting in evaluative activities.

Teacher Training

In Table 7 of Part II of this Plan, it is estimated that 139 teachers will participate in in-service training programs funded under the Act. These programs will be varied

in nature, involving the following: contractual arrangements with the D. C. Teachers College for classes in vocational categories; and tuition costs of individual teachers enrolled in approved courses which specifically contribute to their competency as vocational teachers. Budget allocations for these purposes total \$9,900 in FY1970. Also, supervisory personnel will, in addition to conferences with each teacher, hold meetings and workshops for the purpose of updating and otherwise improving instruction. Each teacher will be expected to attend four such meetings and workshops during the year.

2.44 Research and Demonstration Projects

No funds have been budgeted for research and demonstration projects.

2.45 Curriculum Development

No funds have been budgeted for curriculum development. The Curriculum Department of the Public Schools is responsible for curriculum development in cooperation with the Department of Vocational Education.

3.0 State Programs for the Disadvantaged

3.1 Secondary Programs

Tables 2 and 3 of this Part indicate eleven (11) programs for academically and socio-economically disadvantaged students, and potential dropouts, grades 10-12, planned for FY1970. Approximately 93% of the school enrollment comprise minority group members. Instruction in these programs may be based upon modified regular course offerings or through special classes. Individual tutoring, to the extent possible, will supplement scheduled classes.

3.2 Post-secondary and Adult Programs

Varied programs will be offered to the disadvantaged enrollee who has completed or left school. Programs will be available on a part-time or full-time basis, day or evening. Linkage with the Adult Basic Education program will be established to provide services to the academically handicapped. A Basic Learning Laboratory equipped with a complete selection of programmed learning materials and staffed with specially trained personnel will be available to all who wish to use it. Testing and counseling services also will be available, as will on-site representation from the D. C. Employment Service, the Department of Public Health, and other pertinent agencies.

4.0 State Research and Training in Vocational Education
 (Part C of the Act)

4.1 Research Coordination Unit

Present plans do not call for the establishment of a Research Coordination Unit in the District of Columbia.

4.2 Grants and Contracts

Funds allocated in Table 1 (Part C, Grants and Contracts) will provide for a research and planning associate and clerical support in the Central Office of Planning, Research, and Evaluation to assist that office in the development, interpretation, and dissemination of data useful in maintaining a viable program of vocational education.

Priority will be given to the following areas:

1. Evaluation of programs.
2. Implementation of the D. C. Public Schools' Task Force on Career Development.
3. Need for new programs.

5.0 Exemplary Programs and Projects (Part D of the Act)

5.1 Planning

Planning funds have not been allocated for FY1970.

5.2 Establishment, Operation, and Evaluation

In Table 1, \$432,386 has been allocated for the establishment, operation and evaluation of the following exemplary programs and projects:

1. Programs in Introduction to Vocations, Building Maintenance and Service, and Baking and Serving will be offered for mentally retarded young adults at the Armstrong Adult Education Center.
2. A Skill Center, housed in a former large warehouse will offer a variety of programs for secondary school students (on a shared-time basis), dropouts, and adults. The same facility will offer the full scope of supporting services to enrollees. The center will serve also as a facility for experimental and pilot programs involving the cluster concept and programmed instruction.

6.0 Residential Schools (Part E of the Act)

6.1 Planning

Allocation of funds for the planning of residential vocational education schools is not anticipated during FY1970.

6.2 Construction

Allocation of funds for the construction of residential vocational education schools is not anticipated during FY1970.

6.3 Operation

Allocation of funds for the operation of residential vocational education schools is not anticipated during FY1970.

7.0 Consumer and Homemaking Programs (Part F of the Act)

7.1 Instruction

Homemaking and Consumer Education Programs will be offered for secondary level students in eleven (11) academic high schools in the District of Columbia, the majority of which are in areas with relatively high rates of unemployment. The adult programs will be offered in two evening high schools, in the Armstrong Adult Education Center and in twelve (12) community centers. All of these adult programs will be designed to emphasize human relationships; principles of home management; budgeting and consumer education; nutrition, sanitation, housing, clothing, and safety.

7.2 Ancillary Services and Activities

Table 1 indicates an allocation of \$17,844 of State funds for Ancillary Services. This allocation will be used for salaries of supervisory personnel and clerical support.

The basic program of in-service teacher-training will be met as described in 2.43 of this Part II, supplemented by activities specially designed to retrain, upgrade, or update teaching skills and knowledge needed by personnel in Consumer and Homemaking programs.

Other ancillary services and activities will be provided by the State Board through the Central Offices having system-wide responsibilities in those areas.

8.0 Cooperative Vocational Education Programs (Part G of the Act)

8.1 Instruction

If funding is provided, the development and expansion of cooperative vocational education programs will receive major emphasis during FY1970. Programs will be designed, developed, and implemented in terms of the needs of students. In those cases where additional costs and unusual expenditures are incurred by employers because of the nature of training of persons in cooperative programs, funds may be allocated to help defray those costs. The State Board staff will determine the reasonableness of additional costs and unusual expenses.

8.2 Ancillary Services and Activities

The allotment of \$18,945 indicated in Table 1 of this Part for ancillary services will provide for a coordinator to develop, organize, and supervise the expansion of cooperative programs.

9.0 Work-study Programs (Part H of the Act)

9.1 Student Compensation

It is not anticipated that funds will be allocated for work-study programs during FY1970.

9.2 Plan Development and Administration

It is not anticipated that funds will be allocated for plan development and administration of work-study programs during FY1970.

State District of ColumbiaFiscal Year 1970

Request for Transfer of Federal Funds Allocated under Section 102(a)

<u>Allotment from which transfer is to be made</u>	<u>Allotment to which transfer is to be made</u>	<u>Amount</u>
Part B	Part C	- 0 -
	D	
	E	
	F	
	G	
	H	
Part C	Part B	- 0 -
	D	
	E	
	F	
	G	
	H	

Explanation of transfer: Indicate how the annual plan will be affected by the transfer and provide information which assured consideration of criteria in Regulation §102.156(b).

July 17, 1969
(Date)

Harold A. Clark
(Signed)

Assistant Superintendent
(Title)

